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BEING THE SUPPLEMENT
TO THE REPORT
OF THE SUPERINTENDENT OF EDUCATION
FOR

NOVA SCOTIA

APRIL, 1934

Serials, Vol. 5, no. 3



NOTE: This Journal shall be filed for the use of teachers,
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SCHOOL CALENDAR

1934

Feb.	1	Second half term Normal School begins.
Feb.	2	First half school year must end not later than Feb. 2.
Feb.	3	Second half school year begins (not later).
Mar.	5	March annual school meetings on this date.
Mar.	30	Good Friday (holiday).
April	2	Easter Monday (holiday).
-----		Arbour Day.
May	23	Empire Day, (Special School Exercises).
May	24	Victoria Day (holiday).
June	4	Anniversary of King's Birthday (holiday).
June	21	Normal College Session closes.
June	25	June annual school meetings on this date.
June	25	High School Examinations (XI, XII) begin.
June	29	Last day of school term (1933-34).
July	2	Dominion Day (holiday).
July	3-4	Registration, Nova Scotia Summer School, Halifax.
July	5	Classes at Nova Scotia Summer School begin.
July	31	School year (1933-34) ends.
Sept.	3	Labour Day.
Sept.	4	Last day for opening of Schools.

The school year shall consist of 200 teaching days, schools to open not later than the day after Labour Day and to close not later than the last day of June. This will leave the duration of the summer vacation optional with the sections, within the limits of the dates indicated. In all cases the school year is to be fixed only after consultation with the Inspector, and, as far as possible, should be uniform for the rural schools within a given inspectorate.

The first half of the school year shall end not later than one hundred teaching days after Labour Day and the second half not later than the last day of June. Each half shall comprise one hundred teaching days.

The Christmas vacation shall consist of not fewer than eleven nor more than sixteen calendar days. Other school holidays shall be Labour Day, Thanksgiving Day, Remembrance Day, Good Friday, Easter Monday, Victoria Day and the Anniversary of the King's Birthday.

EDITORIAL

Libraries

Last year, unfortunately, it was found necessary to reduce the annual library grant, thus suspending for the time the plan of putting a travelling library in every municipality. Only one such library was set up (in Parrsboro district), the rest of the grant being spent on the professional library and on books for the rural schools. In all, thirteen travelling libraries have been formed, comprising over 26,500 volumes. These circulate freely during the school year, a box of books remaining in a given school two or three months, then moving on to another section.

This system of circulating libraries has been commended by the Commission of Enquiry appointed by the Carnegie Corporation to survey the library situation in Canada. In its Report, published last year, after a reference to the immediate problem of the Department of Education as lying "in the lack of knowledge in the schools, in the meagreness of the extra-curricular activities as well as the thinness of the curriculum," it makes the following comment on the Department's library policy:

Its problem then was enrichment of the soil, and by purchasing widely and wisely of books suitable for this enrichment it was able to supply them at astonishingly low prices, and to assist every school. That these might be properly handled, and thus justify the care in their selection and purchase, the circulation of the books in suitable cases was devised, and a system of change and interchange has been commenced which should go far towards meeting the want from the "school end," and during the school age.

This is a rural problem, and these boxes of books are essentially rural libraries. The books, while selected for boys and girls, have always an inclination upwards—the most satisfactory way of book selection—and without doubt the parents, too, will gain interest and profit from these libraries. The fact cannot be too strongly emphasized that there cannot be success unless the matter of book selection is wisely administered, so that there will be modern books on modern problems, and not merely the classics of a bygone age.

According to the teachers' returns, the number of books in school libraries increased last year by 10,304, reaching a total of a quarter of a million, of an estimated value of over \$146,000. The growth of local school libraries over the five year period may be seen from the following table:

	Number of Books	Value
1928	100,662	\$66,475
1929	163,348	113,108
1930	189,871	115,623
1931	216,121	131,212
1932	238,718	140,818
1933	249,022	146,296

Analysis of Departmental Expenditure, 1932-33

The legislative grant for Education last year was expended by the Department for the following purposes:

		Increase	Decrease
Provincial Aid to Teachers.... ..\$	479,734	\$25,563	
Pension Fund and Annuities	106,813	9,869	
High School Grants.....	43,025	3,296	
Special Grants to Schools.....	62,255		125
Grants to Assisted Sections.....	16,993		2,056
Normal College and Summer School	61,750		6,589
Technical Education and Local Technical Schools.....	165,123		458
Rural Education Division.....	26,358		3,372
Library Grant	3,791		10,526
Inspection	58,595	5,044	
Administration and Examinations	68,083		1,767
Total	\$1,092,520		\$ 18,879

Provincial Aid

More than one half the amount provided by the Government for Education is absorbed by provincial aid to teachers and grants on account of pensions and annuities. Provincial aid last year shows an increase of \$25,563 due chiefly to the elevation of teaching standards. It is paid on the basis of days taught, class of license held and length of teaching service; as all three factors are tending to advance, the amount paid on this account is automatically increasing each year. Provincial aid is in the nature of a bonus to the teacher, not an integral part of her salary and is a form of payment peculiar to the Maritime Provinces. In other provinces and elsewhere in America and abroad, government aid is paid to school boards on the basis of the need of the particular section assisted. Judging by modern educational practice, provincial aid is really unscientific in method but it is traditional to Nova Scotia, and as now operated, has two beneficial effects: (1) It promotes higher academic and professional standards; and (2) puts a premium on length of service.

During the past six years the Department of Education has steadily raised teaching standards. Formerly, the possession of a 'D' certificate enabled one to teach and, in 1926, some 42 percent of the teaching body were without any professional training whatever. Today, one must hold a 'B' certificate and attend the Normal College for a year before being licensed to teach. Thus, the newcomers who replace hundreds of teachers annually leaving the profession, automatically begin at a higher rate of provincial aid. The annual increase does not represent an increment for the individual although the fund as a whole shows an increment.

There are some—not any large number—who, during service, raise their license by private study or at the Summer School. For instance, the Department of Education permits teachers with a Grade XI certificate and ten years' service to secure a 'B' license by attending the Summer School for four sessions. The only real increment, as such, for the teacher is due to length of service and that only after intervals of five, ten, twenty years respectively.

There is another merit at the moment in the payment of provincial aid. While the teachers in common with other members of the community, are taking a cut in salary, they point out, and not without reason, that Nova Scotia has never overtaken the slack in this respect. Salaries in Nova Scotia are among the lowest in Canada and in the rural districts probably the lowest. In addition, the municipal fund which is usually ear-marked for teacher's salaries in rural sections, has diminished in many municipalities as indicated above. Hence, the only stable element in the teacher's remuneration at present is provincial aid. Indeed, in numerous rural sections just now it is only the certainty of provincial aid that enables some teachers to carry on at all.

School Sections

The 1761 school sections of the province last year maintained 3260 schools (or departments), classified as follows:

	Number of Sections	Number of Schools
Rural	1483	1451
Village	233	613
Urban	45	1196
	<hr/>	<hr/>
Total	1761	3260

In all, five fewer departments were operated last year, the decrease being wholly in the urban sections. Thirty-two rural sections did not maintain school during any part of the year. Most of these either had no children of school age or arranged to have their pupils sent to other sections. Thus only four sections failed to provide school privileges for their children

and for the usual reason—the difficulty of getting a teacher to live amid adverse conditions.

Of the 3260 schools in operation, only 14 were in session for less than 100 days, while 1845 schools ran for the complete session of 200 days, an increase of 89 over the previous year. The percentage of annual enrolment daily present on an average increased 2.7%, standing now for the first time at over 80% of the total enrolment. While there was an absolute increase in total enrolment of 1197, the increase in average daily attendance was 4353. This had the effect of raising the average number of pupils in a classroom from 34.8 to 35.9, a condition which means over-crowding in some of the more populous centres.

Total Enrolment by Grades

Enrolment in the public schools continues to mount, as it has almost uniformly done since the inception of free schools in 1864. Last year the number of pupils enrolled in all grades was 117,238, greater by 1,197 than that for the year before as the following table indicates:

Elementary Grades	1933	1932	Increase	Decrease
Grade I	20,232	21,728	....	1,496
Grade II	12,857	12,700	157	....
Grade III	12,850	12,869	....	19
Grade IV	13,075	13,172	....	97
Grade V	12,742	12,867	....	125
Grade VI	11,200	10,653	547	....
Grade VII	9,528	8,849	679	....
Grade VIII	8,053	7,977	76	....
Total in elementary grades	100,537	100,815		278
High School Grades				
Grade IX	6,685	6,332	353	....
Grade X	4,939	5,044	....	105
Grade XI	4,162	3,076	1,086	....
Grade XII	915	774	141	....
Total in High School Grades	16,701	15,226	1,475	....
Total in Public Schools	117,238	116,041	1,197	....

The increase is almost entirely from Grade VI on, with the exception of Grade X. It is satisfactory to note that the enrolment for Grade VII increased by 679 indicating that the abrupt

break formerly shown in this stage is gradually closing up. Equally significant is the fact that 1108 more pupils were enrolled last year in the junior high school grades (VII to IX), thus increasing the very material for which the new course of study is in part intended. That large number that ordinarily used to drop out of school in Grade VI or VII are more and more remaining to continue on to Grade IX, seeking in an enriched curriculum those interests which they failed to find in the more formal studies of a generation ago. The decrease in Grade I is due to a change made two years ago with respect to enrolment in that Grade, as explained in a former Report, while the increase in the senior high school enrolment is substantially the same as for the year before, but the major part of it occurred in Grade XI, indicating that with the lack of opportunities for industrial employment, over one thousand pupils stayed on to complete their high school studies.

Teachers

The number of teachers employed in the public schools last year was 3,597, compared with 3,542 in 1931-32, distributed as follows:

	1933	1932	Increase
Rural	1,595	1,575	20
Village	672	670	2
Urban	1,330	1,297	33
Total	3,597	3,542	55

The number of teachers with professional training increased last year by 226, while 91 more university graduates were employed in the public schools. How professional standards have been steadily rising over the five year period will be seen from the following table:

Year	No. of Teachers	Normal Trained	Univ. Graduates	Ac	A	B	C	D and Temporary and Permissive
1928	3358	2008	238	48	413	906	924	1067
1929	3382	2120	264	57	463	949	991	922
1930	3448	2211	270	56	507	974	1026	885
1931	3484	2287	303	62	551	978	1158	735
1932	3542	2474	329	70	596	1020	1186	670
1933	3597	2701	420	83	743	1100	1255	416

Another standard for measuring improvement in the teaching profession is the increasing length of service on the part of its

members. Comparative figures indicate that the number of teachers with service of five years or less is decreasing while the number of those spending over five years in the profession is steadily rising:

Period of Service	1933	1932	1928
New Teachers.....	456	480	550
One Year or under.....	829	905	1022
One to five years.....	1225	1231	1195
Five to ten years.....	808	708	525
Ten to twenty years.....	478	431	378
Twenty to thirty years.....	171	187	160
Over thirty years.....	86	80	78

EDUCATION PAYS

A striking statement on the effect of Education was made last week by Sir George Newman, Principal Medical Officer to the Board of Health and the Board of Education. Addressing the East Medical Association he said that in 1800 the population of our island was 9,000,000, the growth for four or five centuries before that time having been extremely slow. To-day it was between 40,000,000 and 42,000,000, and yet they had contrived, or their forefathers had contrived, to produce out of this narrow environment what he believed to be the healthiest nation in the world. They had done that not because of medical science so much as because of social circumstances, which had been controlled by Government and by individual effort, combined with education. The extraordinary position which England had reached depended more upon the Education Act of 1870 than upon the many Public Health Acts which had since been passed.

The Scottish Educational Journal.

RECENT SOCIAL TRENDS—III

[This is the concluding instalment of the Summary of the findings of the Hoover Research Committee published in *Recent Social Trends*. The previous instalments were published in the January and March issues of the *Journal*.]

III. AMELIORATIVE INSTITUTIONS AND GOVERNMENT

Society has three problems which have existed throughout all history—poverty, disease and crime. In addition there are many other distressing conditions which the inequalities of life occasion, such as ignorance, desertion and unprotected children. The amelioration of these conditions is a major objective involving the techniques of modern social science and public welfare. The larger but longer task is prevention and the building of a more effective social structure.

Public Welfare and Social Work

Much of the ameliorative effort in the United States has been concentrated in social work and public welfare, the extension of social work under governmental auspices. Other agencies, however, share in these activities. Many of the services now rendered by social workers were once the responsibility of the family. The family still gives some degree of protection to its members, but much social work is occasioned by the failures of families to meet these needs. The church has often stepped in where the family was inadequate, and has maintained orphanages, hospitals, homes for the aged, and the like. The local government too has always had its provision for relief out of local taxes but private effort was for generations unorganized; beggars sought aid where they could and the rich acted as the spirit moved.

In the present century the growth of the services of social work has proceeded through social inventiveness to new standards transcending earlier conceptions. Governments have been extending their functions into these fields. More than two-thirds of the states have reorganized state boards or departments into state systems of public welfare, dealing with child welfare, widowed mothers, the poor, the aged and infirm, the physically handicapped and the subnormal. This work requires the newly developed efficiency in public administration and the recent technical advances of professional social work.

How far public welfare activities will extend depends in part upon the conception of the state and upon the tax situations. The trend has been toward the transfer of private social work to governmental auspices, especially during the present depression. The further growth of public welfare is to be expected, particularly

because of the range of the problems which are dealt with in other countries through social insurance. The changes are fundamental and will require the maintenance and further raising of standards by the government and continued experimentation by private agencies.

Ameliorative efforts will be greatly lessened if poverty is reduced. Prevention of poverty on a large scale may not seem practicable in the near future, yet much can undoubtedly be done in that direction. The guarding of dangerous machinery reduces the number of fatal or disabling accidents to the worker; increasing progress in fighting preventable sickness and disease reduces the amount of dependency caused by death of the breadwinner or by loss of earning power resulting from ill health; the practice of eugenics may lessen the number of indigents; and better education and training for productive work will have a beneficial effect, but above all higher wages and more regular employment will cut down the amount of poverty.

The accidents of life as well as deficiencies and delays in any programme of prevention will continue to afflict many and to leave large numbers dependent and in distress. For some time in the future we shall undoubtedly be faced with the further problem not only of making more adequate provision for social case work treatment of those in need, treatment which will have preventive, corrective and relief aspects, but of providing more adequate relief in general. At the time these lines are written relief needs are running into the highest figures in our history. Coming after three winters of unprecedented drafts upon the public and private purse for unemployment relief the difficulties in the situation are forcing proposals aimed to provide relief on other than an emergency basis—among others, those which make use of the insurance principle.

Private insurance is now used by many to take care of burial, sickness and the needs of old age and to provide for dependents left behind at death. Optional insurance for individuals is purchased widely by those with adequate means. If wages were higher, larger numbers would undoubtedly follow this example. Group insurance is developing more widely. The most far reaching application of the principle is compulsory insurance ordained by the states. It is now applied in all but four of the states in compensating for industrial accidents. Beginnings have been made in this country of insurance against old age and against unemployment, but no state has yet undertaken to provide compulsory health insurance. Mothers' aid laws, now in nearly all states, operate as a form of state insurance to protect the home.

Social insurance does not remove the cause of dependency, although it may have an influence in stimulating preventive measures. It aims to spread the cost of the disabilities of life over a larger part of society and a longer period of time. The indications are that the United States in the near future will

have to face the problem of providing more certainly and systematically for these ills which at all times, and particularly in periods of depression, have come to be a major task of public and private social work.

Medicine

The practice of medicine is in a state of transition which is perhaps analogous to the state of industry during the early period of mechanization. There is a marked survival of traditional, individualistic practice, to which many physicians cling as did the early handicraftsmen seeing their independence and their creative skill threatened by the machine.

There is a serious dearth of physicians in rural districts, an oversupply in cities. The field of the physician has grown far too large for any one man to master, and the necessary equipment is often too elaborate and expensive, even for the rich doctor. Here the hospital and private clinic come in to play the part of the factory, furnishing the machinery which the individual craftsman cannot secure for himself or, indeed use if he could, so complicated has it become.

The private clinic represents an effort and cooperation in the interest, not only of efficiency, but also of economy and protection against the evils of unrestricted competition. Such an effort does not, however, strike at the deeper lying problems of present day medical practice, namely the uneven distribution of service and the more uneven distribution of its costs. Medical organization has not changed as rapidly as scientific medical research.

To meet these problems organization is needed, of which three types may be mentioned. One is the growth of private organizations, of which examples are found in universities and industries, which might be developed on a community basis. Aid and regulation by the state may be a feature. Another type is found in the rise of governmental health bureaus, federal, state, county, and municipal, which apparently without much deliberate planning have increased the amount and scope of their work. A third type, compulsory health insurance, has been tried for many years by European nations. It seems probable that this latter method will be considered by the American public at some time in the future. Naturally, scrutiny will have to be given to the weaknesses of the European system and the changes which will be needed to be coordinated with the practice in this country.

The concern of social policy regarding medicine is with the extent and direction of the development of these different types of organized medicine. The problem is to make available to the whole people the results of scientific research and experiment at a reasonable cost.

Crime

The modern view of crime is that it is not a thing apart, like cancer; not something which can be isolated and treated as a single phenomenon by such simple devices as punishment and prison walls. It is one manifestation of a complex set of forces in society; it is as complex as the environment which influences it; it is affected by the transition in business practices and morality; it is related to the gang life of children; it is influenced by inventions, notably by the automobile. The multiplication of laws, the presence of poverty and the overcrowding of urban areas are parts of its background. While crime is the net resultant of exceedingly complex forces, it has specific features which can be dealt with, as has been shown in the series of special reports from the National Commission on Law Observance and Enforcement.

Whether crime is increasing or not is difficult to determine. Those who know most about the subject hesitate to say there has been a "crime wave", and where it has occurred. The collection at regular intervals of reliable and comparable statistics of crime and the various phases of its treatment and control has been sadly neglected in this country. One step toward dealing with crime is to get reliable information about its various manifestations. It has been possible, however, by selecting several states and cities which have fairly reliable statistics of crime to secure some indications as to trends, particularly since the various series run somewhat parallel. The index numbers of arrests per capita of adult population (after the subtraction of those for traffic, automobile law offences and drunkenness) in 7 selected cities were 80 in 1900, 96 in 1910, 100 in 1920, 139 in 1925 and 110 in 1930. The data seem to show an increase in crime since the beginning of the century, but hardly a crime wave, if by that is meant an extraordinary rise in the number of criminal acts committed.

As to the total amount of crime, probably about 16 major offences are committed in a year per 1000 population in the smaller and larger cities. These are crimes reported to the police, which may not be so high, since the very large rural population is not included, and there the rates are known to be lower.

To a certain extent crime is a creation of the changing regulations of society and of the attempts to enforce them. The more rules there are to break the larger is the number broken. Much law breaking arises, for instance, in the attempt to prohibit or regulate gambling, prostitution, or selling intoxicating beverages. Laws concerning these types of behaviour vary from time to time and from country to country. The number of criminal laws is increasing. There has been a growth of about 40 percent in the 30 years from 1900 to 1930 in selected states as measured by sections in their criminal codes. Society seems to have a penchant for multiplying rules. The number of sections in the constitution

and by-laws of the New York Stock Exchange increased 46 percent from 1914 to 1925, and the North Central Association of Colleges and Universities added 33 percent to the number of sections in its governing standards in the 18 years from 1912 to 1930.

This tendency to make rules and regulations is itself a significant phase of modern life and it stands out boldly against the pioneer background of America, where relatively few organizational rules existed or where they were changed less frequently. Rules multiply through the translation of customs into written regulations. This formal change is not the whole story; for it would seem that the process of social change itself leads to more regulations. New inventions, social or other, call for new standardizations of behaviour in cases where tradition provides little guidance. Moreover the process of social change probably encourages rule making. Conformity to new regulations takes time to learn; it is a part of the complex adjustments to the increasing heterogeneity of society. Recent rules usually lack the established character of laws of the past.

There seems little prospect that the task of making new rules, revising old ones, and enforcing both sets will ever be finished, or that the problem of dealing with law breakers will grow less important. A society without crime appears more remote than a society without poverty. The number of prisoners committed for the more serious offenses has increased steadily in proportion to the population. Even though this may in part mean merely greater efficiency in apprehending and convicting offenders, we are in no position to say that the number of these more serious crimes is decreasing. Fines, however, are more predominant among the penalties inflicted. In Massachusetts they increased from 67 percent in 1910 to 87 percent in 1930.

Organized crime is a very serious phase of this general issue. Criminals who operate in significant numbers and repeat their acts, organize for the purpose. Crime is in a way their business. Thus law breakers in other respects have taken over the "business" of bootlegging, gambling and prostitution, as well as robbery, kidnapping and blackmail and other crimes for profit. One can understand how illegal distilling of liquor in mountains, or how piracy on the high seas flourishes in isolation; but how illegal business can be carried on extensively in the heart of a city is less obvious. One explanation is that the organized gangs of criminals avoid contact with the law when possible, but where contact is unavoidable they seek to control the agencies of the law. The methods of organized crime are sometimes modeled after effective business techniques, in combination with many of the worst criminal practices. Racketeering, an especially insidious form of organized crime for profit, has grown up in many cities since the war. This attempt to control prices by violence instead of by business pressure levies a heavy tribute on the consumer and on

the business activity concerned; and this appearance of the criminal in a dominating role over small business enterprise is a serious menace. Organized crime in general, however, is by no means a new or post-war phenomenon, although it has grown to unprecedented dimensions since the enactment of the Eighteenth Amendment. Bootlegging has put large funds in the hands of criminals.

Segregation the Aim

The problem of the treatment of the prisoner is significant not only as a measure for protection but also for prevention. The most fruitful approach to this problem of treatment for those who have been convicted is not from the point of view of punishment but from that of segregation according to the types of psychological defects or deviations of the prisoners, or according to the types of their social experiences, with a view to further diagnosis of their delinquent tendencies and the provision of care aimed to refit those who are not hardened and hopeless criminals to become safe and self-supporting members of society. The development of a policy in accordance with this view means many radical changes in prison procedure.

Another fruitful and even more important attack is that of prevention, especially for those who pursue crime as a business. A program of prevention is necessarily wide in scope and cannot be limited to police, courts and prisons. It touches politics, elections, business ethics, legislation, gang life among youths, rearing of children, playgrounds, housing, the disorganized dwelling areas of cities, medical service and mental hygiene. Indeed almost the whole structure of society is involved.

Basic Governmental Problems of Today

Government has come to perform many functions for social welfare through public welfare departments, but these, of course are only a small part of its activities. As the one sovereign organization government is or may be concerned with the problems of men at all levels.

Problems of governmental reorganization and functioning constitute a major question of adaptation and adjustment. It cannot be supposed that the present procedures will be able to deal effectively with the complicated types of problems certain to arise in the future, indeed already upon us. Specifically the problems of government turn about the reorganization of areas, mechanisms, and authority; the recruitment of the necessary personnel for administration and leadership; adaptation of the techniques developed through the social sciences; the elimination of spoils and graft; the determination of the scope of governmental activity in the fields of general welfare, social control, and moral-

istic supervision of behavior; the determination of the amount of governmental expenditure in relation to national income, and the ways and means of financing the government's operations; the position of the national government in its relations with other members of the family of nations; the development of liberty, equality and democracy, in the face of the concentration of great wealth in the hands of a few. Of major importance are the relations of government to industry.

Overshadowing all these problems is the final question as to how to develop a governmental mechanism which will serve the interests and ideals developing through the recent social changes indicated in this report, how to adapt the best in the American tradition to the changing forms of modern life.

The Rapid Growth of Governmental Functions

Governments in general have been increasing in size and power. The only other great social organizations to compare with them in rates of growth are our economic institutions. This growth seems to have occurred despite conflicting views as to what the functions of government should be. Some would restrict them to the minimum of agencies of protection, and resent any extension beyond the bare necessities of control and regulation. Others see government as a powerful organization which may be placed in the service of mankind in many different ways. The variety of governmental functions is amazing, when all types of government are considered, as is shown in several of the chapters which follow. Much of this extension has been through various administrative boards, which have been added from time to time and which eventually present a problem of coordination. Not many of these bureaus are discarded, although some, notable those of war time, have been dropped. The rate of obsolescence is greater for legislative enactments. Such an extension of the administrative side of government is probably one of the reasons for the enhanced power of executives and the administrative branches of the government.

In this field the most disquieting developments have been those of the intrusion of the graft system in the domain of the Federal government, especially in the form of bootlegging, but also touching the Cabinet in the Teapot Dome case; and the rise of racketeering in certain urban communities. On the other hand notable progress has been made in many directions toward the strengthening of the public service in cities, states and nation.

New Executive Theory

Evidences of this have been the development of a more powerful executive, both in leadership and in management, the rise of administrative boards with wide powers, the tendency toward

consolidation of administrative power on all levels of authority, the efficiency movement in the direction of professionalization of the service, the use of modern practices in dealing with the problems of personnel management and governmental operations and the growth of organizations of administrative officials throughout the country.

At the same time large ranges of government have been dominated by avowed spoilsmen, corrupt, incompetent and partisan, or all three together, while graft and buncombe have been common; but on the whole notable advance has been made in the direction of increasing competence and integrity in governmental service, notably in fields like educational administration, recreation, health and welfare, special phases of urban, state and national administration. Even in less promising fields such as police administration the beginnings of substantial and even surprising progress have been made in various localities.

The broad question of the relation of the democracy to the expert in administration has not been solved, but in recent years surprising advances have been made toward the establishment of more satisfactory relations. Whereas in the period 1830-1870 the spoils idea was universally accepted and even acclaimed, and whereas in the period 1870-1900 the principle of merit as against party service and of continuity in tenure was recognized, in the period covered by this study the expert has been recognized because of his utility and indispensability in the practical operations of the government. While expertness and administrative skill were by no means universally recognized and adopted, the new trend was strongly in this direction, and the indications are that this movement will continue with increasing momentum.

Relations of Government to National Business

The increasing complexity and interdependence of social life precipitate more sharply than ever the problem of the interrelations between industrial and political forms of organization and control, and this has been accentuated by the rise of large scale industrial units resembling in form while rivaling in magnitude some of the governmental units to which they are technically subordinate.

Unemployment, industrial instability, tariffs, currency and banking, international loans, markets and shipping, agricultural distress, the protection of labor, have raised many vital questions respecting the relationship of government and business, and it is easy to foresee that many others will be raised in the future. Demands are now being made for more effective control over banking, investment trusts, holding companies, stock speculation, electric power industries, railroads, chain stores, and many other activities. The new forms of corporate structure raise many problems of legal control for the protection of the minority inter-

ests, and of the community itself. The service functions of government are also likely to expand because of the demands of the special economic groups. The poverty of the marginal and submarginal farmers, the insecurity of the wage earners in industry, the perplexity of the consumers, the plight of the railroads, are likely to call for, indeed have already demanded the close cooperation of the government. Unemployment and industrial instability are of special urgency in their demands for governmental assistance, first of all in times of emergency, but also in preventing the recurrence of disastrous crises or in minimizing their rude shocks and ghastly losses.

Politics and Economics

Under such circumstances the problem of the interrelationship between government and industry is of grave importance. Shall business men become actual rulers; or shall rulers become industrialists; or shall labor and science rule the older rulers? Practically, the line between so-called "pure" economics and "pure" politics has been blurred in recent years by the events of the late war, and later by the stress of the economic depression. In each of these crises the ancient landmarks between business and government have been disregarded and new social boundaries have been accepted by acclamation. The actual question is that of developing quasi-governmental agencies and quasi-industrial agencies on the borders of the older economic and governmental enterprises, and of the freer intermingling of organization and personnel, along with the recognition of their interdependence in many relations.

Observers of social change may look here for the appearance of new types of politico-economic organization, new constellations of government, industry and technology, forms now only dimly discerned; the quasi-governmental corporation, the government-owned corporation, the mixed corporation, the semi- and demi-autonomous industrial groupings in varying relations to the State. We may look for important developments alike in the concentration and in the devolution of social control, experiments perhaps in the direction of the self-government of various industries under central guidance, experiments in cooperation and accommodation between industry and government, especially as the larger units of industrial organization, cooperative and otherwise, become more like governments in personnel and budgets, and as governments become agencies of general welfare as well as of coercion.

The hybrid nature of some of these creations may be the despair of those theorists, both radical and conservative, who see the world only in terms of an unquestioning acceptance of one or the other of two exclusive dogmas, but these innovations will be welcomed by those who are less concerned about phobias than with the prompt and practical adjustment of actual affairs to the

brutal realities of changing social and economic conditions. The American outcome, since all the possible molds of thought and invention have not yet been exhausted may be a type *sui generis*, adapted to the special needs, opportunities, limitations and genius of the American people.

Those who reason in terms of *isms* or of the theoretical rightness or wrongness of state activity may be profoundly perplexed by the range of governmental expansion or contraction, but the student of social trends observes nothing alarming in the widely varying forms of social adjustment undertaken by government, whether maternal, paternal or fraternal, from one period to another.

The Heavily Rising Costs of Government

Few governmental functions are self-supporting; most are paid for by the taxpayer. The question of the costs therefore is fundamental, particularly in the present depression when it is very difficult to pay the money with which to run the government. No one is in the mood for thinking of the growth of governmental functions when taxes are such a burden and when the costs of government continue on almost the same plane as before the depression. In a business depression, the costs of government remain high while the incomes of citizens fall and a larger percentage of income must be contributed to the government. This has been the case in all business depressions and the complaint of the taxpayer has always been loud on these occasions.

This problem has never been solved. It is very difficult to cut down the total expenses of government as will be seen later from the nature of the payments. Business adjusts more quickly to the business cycle than does agriculture, and perhaps both more quickly than governments. Yet something can doubtless be done toward adjusting government finances to the exigencies created by business cycles. The tax bill of all the governments in the country in 1930 was ten and a quarter billion dollars, perhaps 15 percent of the incomes of the people. Of course, the crucial question is what do we get for our money. We spend about the same amount of money or more on recreation, approximately one-seventh as much on tobacco, and perhaps about one-fifteenth as much on cosmetics. How this money paid to run the government is spent is seen in the chapters on government and taxation. No doubt there is waste, but attempts to cut down have recently led in hundreds of counties and cities to closing the schools for a time and also to cutting down normal relief, such as mothers' pensions, just when it is most needed. The problem of the extension of the functions of government is then in part a problem of paying for them, which leads inevitably to the question of how this burden shall be distributed among the citizens.

Growth of Tax Burden

The tax burden was only 6.6 per cent of the national income in 1913, or about one-half the proportion it was in 1930. How has this increase come about? One-fourth of it was due to the war; one-fifth of the increase went to education; about one-sixth was for good roads and about one-seventh was for the various services of the municipalities, which are peculiar to great aggregations of people living in localities of high density. It is an interesting question what, if any, of these expenditures which doubled the tax burden we should have been willing to forego. The problem of the amount of taxes is the problem of what we want to spend our money for. The percentage of waste that can be eliminated, as the percentage of increase in efficiency, has not been measured.

The question of who pays the tax ranks with the question of how much tax should be paid. Even when some such principle as payment according to ability is adopted, the measure of ability remains to be determined, as well as the problem of administering the tax. The most noteworthy trend has been the rise of the income tax from 37 million dollars in 1913 to 2,700 million dollars in 1930, and of the inheritance and estate taxes from 26 million to 250 million, the rise of the gasoline tax and decline of the liquor tax. The general property tax still continues to yield nearly 50 per cent of the taxes raised, despite its almost universal condemnation as a tax once adapted to our rural life but which has survived into an era to which it is ill fitted. No doubt the struggle over who shall pay what proportion of the tax will be raised anew in every fiscal crisis of the future. If the government's functions should grow very large, this issue will become one of almost overshadowing importance.

Sources of Economy

Large possibilities of economy are found in the elimination of duplicating or outgrown units and agencies of government, in the adoption of sounder practices in purchasing and other governmental procedures, in the abolition of the graft and spoils system, in the better organization of personnel, and in general in the establishment of efficient public administration. These roads to economy are well understood and may readily be used whenever the will to do so is sufficiently developed. It must be recognized, however, that there are many fixed charges which are not readily reducible and contractual payments which must be met, and that extraordinary expenditures are necessitated in periods of grave unemployment. Less readily measurable, but equally important savings may be made for the community in such items as the reduction of the law's delay in the administration of civil justice, in the prevention of criminality and racketeering, in sounder policies of dealing with the defective and the delinquent, and still

more broadly in larger planning and keener foresight in dealing with the terrible losses arising from the tragic tension of war and economic depression, with their heavy burdens on the taxpayer. In this range of opportunities material economies may be made without crippling essential public services, and without overburdening the community from which governmental contributions must come.

The question of who pays the taxes leads naturally to the question, whom does the government represent. The theory of democracy is that the people own the government, but practice does not always follow theory. The provisions for representation were worked out long ago when distances were great and there were marked variations by locality and region. Now localities are marked rather by differences among their many groups and distances are short. Occupations are extremely varied; wealth is very unequally distributed; during all these changes the pattern of representation has remained the same. This last has been partly compensated by the development of quick means of determining public opinion and by the propaganda activities of these highly organized groups. The slight decline in the percentages voting and the apparent increase in activities of pressure groups suggests a changing nature of representation. The problem of representation is the question of special interests in relation to general control—the very difficulty which gave birth to the modern representative government. This problem of representation of interests is seen in extreme form in the monarchies of the past and in the communistic state of today. It will also be a problem in the approaching closer relationships of business and government.

Laws of the Nation found to be Lagging

The government is also the supreme law-making body of society, although rules of conduct are set forth by many other social agencies. New inventions like the radio, the airplane and the automobile call for laws as do new social conditions, such as child labor in factories, chain stores or trusts. Laws in general lag. No doubt unwise laws are passed, but in cases where the laws which have been passed are admittedly wise, the delay and effort to bring them to passage have been great, as in the case of child labor legislation. After legislation has been passed it must be interpreted in the light of the Constitution and given judicial review where the social philosophies of judges become a factor in determining legality. On the one hand is the problem of safeguarding the body of the law; on the other is the problem of bringing laws up to date with changing social conditions. The conflict is fundamental. By very definition a rule must be definite and reasonably fixed, otherwise it offers no satisfactory guidance. Yet these rules should be changed sufficiently often to meet the

new situations in a changing society. Laws tend to appeal to the authority of the past but in a period of great change that authority may not offer any specific guidance.

The problem of advancement of the judicial administration remains pressing. The necessary flexibility in our legal system in order to supply the needs of a changing society is dependent on personnel and the training and philosophies of that personnel. The lower forms of collusion between the courts and crime, the intermediate types of job brokerage in judgeships and the more refined manifestations of judicial remissness are a challenge to our constructive statesmanship and at times an occasion of profound despair. Selection of enlightened and liberal judges is one effective approach. The awakening sense of responsibility on the part of the bar, the organizations of judicial councils and the broader social philosophy of the courts are indications of change. Modern legal education and socio-legal research are a leavening influence working toward the greatly desired adaptability.

The Administrative Tribunal

Some of the problems of jurisprudence mentioned above are being worked out by the extension of another social invention, the administrative tribunal, which often combines administrative, legislative and judicial functions in one body. Thus a health board adopts rules, renders decisions and carries out orders. Administrative tribunals have had a remarkable development within the 20th century and are an adaptation to the changing conditions. Their success argues for their future development, but they offer a solution for only a phase of the lag of the law.

The immediate problem may be stated broadly as that of adapting an antiquated judicial system to rapidly changing urban industrial conditions, to new concepts and practices in the world of business and labor. A wide range of questions in the field of judicial organization, procedure and public relations must be covered along with the development of scientific methods and the adoption of a broader social spirit.

It may be anticipated that the vigorous protests of leaders of the bar will be heeded in the next period of our growth, and that the spirit and procedure of the judicial branch of our political system will undergo changes of a substantial and helpful nature. In this the quickened spirit of responsibility on the part of the bar and of the judges is likely to play an important role, while the scientific spirit now beginning to assert itself in centers of legal training and research will be widely influential.

Recent Changes in Structure of Government

The authority of government in the United States has traditionally been weakened by the division of powers between the

National Government and the States, between States and localities, and further by the three-fold division of powers between legislature, executive and judiciary.

The first of these divisions was shattered by the events of the Civil War and has been progressively modified since that time, never more actively than during recent years. There is reason to anticipate the progressive development of centralization in the face of the rise of interstate commerce under modern economic conditions, the increasing importance of foreign trade, finance and diplomacy, and the sweeping changes in modes of communication.

At the same time centralization in State Government is growing, especially with respect to rural governments, and bids fair to advance still further. So rapidly is this movement progressing that the preservation of an adequate degree of local self-government is a matter of great concern, and one of the large problems of the future is the determination of the desirable primary unit of government.

The Metropolitan Region

In the meantime a new competitor for power has arisen in the form of the metropolitan region, which now looms large both in numbers and in wealth. Ninety-six regions contain half of the population of the United States and show rates of growth far above that of other sections of the country. This trend if projected for another generation would place the center of political power in the larger cities. In view of the present economic situation, there is some question whether this trend will be as strongly marked in the near future, but in any case the upward thrust of the urban center is one of the most striking features of the period under consideration, and gives rise to innumerable problems of politics and government. How shall the new metropolitan complex be drawn together in some less chaotic form of governmental framework including the city and its satellites, especially when they spread over more than one county or State; what shall be their relation to the State and National Governments; what shall be the principle of distribution of taxation and political authority; shall the cities be given home rule, or strictly regulated by States, or set up as independent commonwealths as has been suggested in recent years; or shall some other method be found as a result of the present day groping toward a way out of an admittedly impossible situation?

Broadly speaking, notable advances have been made in the government of urban communities during the period just past, where indeed both the brightest and the darkest spots in American public life were evident. If freebooting has been highly organized in some cities, there has also been an impressive development of organized efficiency. The attention given to public administration under the influence of such movements as the city manager

plan has not been surpassed anywhere in our governmental system and gives promise of important advance.

Rural government, while less spectacularly corrupt, has been in many cases incompetent, especially under the disrupting influence of the new distribution of wealth and population and the new methods of transportation. At the end of this period, however, there has appeared intense interest in the reorganization of these outworn units and the reconstruction of new types of rural or rural-urban government, with striking experiments in rebuilding and strong prospects for an advance which ten years ago would have been regarded as utopian. Transfer of functions, consolidation, coordination and creation of new units are methods already under the way in the effort to establish a more practical form of local government.

Focus of Authority

The power to act within the threefold separation of governmental authorities likewise shows the emergence of centralized power, and the forecast indicates still further development toward the central focus of authority.

The executive has gained in prestige and power in the national and State governments, and in some cities where the power of the mayor has been expanded. Increased veto power, larger appointing power, facility in popular appeal, and growth of administrative functions have all tended to exalt the position of the executive. The familiarity of the public with the "strong man" with large authority in business and social relations has also helped in this movement.

The almost omnipotent legislative authority set up at the outset of our national development has steadily lost to the courts on the one side and the executive on the other; and this process has gone on more rapidly than ever during recent years. The only exception of note is the rise of the city council in the city manager cities and the board in school affairs.

Yet the maxim, "It is the function of many to deliberate and of one to act", contains the essence of much past experience and wisdom of government, under a variety of different systems, and it seems probable that representative bodies will occupy places of power and distinction in the organization of society, under any development of executive power or administrative authority.

Democracy Seeks Greater Competence

Our country is cited as the great exemplar of democracy. Do the changing social conditions make the adaptation of democracy a problem? We note lines, which if projected into the future would lead in opposite directions, one away from democratic

control and the other toward a more perfect realization of its principles.

From one point of view our observations show great cities from time to time in the grip of organized and defiant criminals, rural districts often forlornly governed, masses of persons losing confidence in the ballot and elections, and regarding liberty, equality and democracy as mocking catchwords twisted into legalistic defenses of special interests. The swift concentration of vast economic power in a period of mergers, and the inability of the government to regulate or control these combinations, or in many cases to resist their corrupting influences, are not encouraging in their sinister implications; the organized labor movement seems declining in numbers and vigor. The difficulty of providing a steady stream of high competence in political leadership and administration has contributed to the difficulty of our problem, while the expensive control of masses of people through the arts of organized publicity and propaganda presents its dubious aspects to the observer of democratic trends. Many have been led to conclude reluctantly that the emergence of some recognized and avowed form of plutocratic dictatorship is not far away.

Factors in Progress

But in considering the movement of American democracy and its collective competence, it is important not to lose sight of specific and basic tendencies revealed in this report and bearing directly on the future of our institutions.

One of these is the habituation of the American people to large-scale organization and planning in industry, keenly appreciated by the Soviets; another is the American tendency to make relatively prompt use of the latest fashions in science and technology; the lack of sharply defined and permanent classes or castes obstructing either economic or governmental change, and finally, the wide prevalence of democratic attitudes and practices in social life.

Our experts show in great detail the wholly unparalleled democratization of education in recent years; the unexampled democratization of forms of transportation, long an index of aristocracy; the democratization of recreation through the moving pictures, the radio, the park systems; the democratization and standardization of dress and fashion, often obliterating long standing marks of class. If we care to look upon democracy as a way of life, these fundamental facts are to be considered along with the corruption and ineffectiveness of much of our governmental machinery.

An interpretation which seems to have a margin of advantage is that of the prospect of a continuance of the democratic regime, with higher standards of achievement, with a more highly unified and stronger government, with sounder types of civic training,

with a broader social program and a sharper edged purpose to diffuse more promptly and widely the gains of our civilization, with control over social and economic forces better adapted to the special social tensions of the time, with less lag between social change and governmental adaption and with more pre-vision and contriving spirit.

The Country's Relations with Other Nations

Recent trends show the United States alternating between isolation and independence, between sharply marked economic nationalism and notable international initiative in co-operation moving in a highly unstable and zigzag course. Immigration restrictions and high tariffs on the one hand, and a World Court, a League of Nations and outlawry of war on the other. Some signs point in the direction of independence and imperialism of a new Roman type, reaching out aggressively for more land or wider markets under political auspices; others toward amiable co-operation in the most highly developed forms of world order. It is not unreasonable to anticipate that these opposing trends will continue to alternate sharply in their control over American policy? In any case there can be little doubt that the trend will be in the future as in recent years in the direction of more intimate relations through developing modes of intercommunication and through economic interchange and on the whole toward an increasing number of international contacts; and this, whether the future pattern of action is predominantly imperialistic or cooperative in form and spirit.

Whether the United States is growing more or less militaristic must also be judged in the dubious light of conflicting theories and conduct. Traditionally insisting upon the supremacy of the civil over the military power, we have held to that doctrine and have played an important part in all movements for the curbing or abolition of war, including participation in a "war to end war." On the other hand, our interest in foreign markets and loans has greatly increased, and the need of a strong hand in economic diplomacy has been emphasized. Our military and naval establishments have grown, and systems of military training have been expanded. Our soldiers have fought in Asia, Europe and Latin America. Powerful propagandas both for militarism and pacifism have been set in motion, and their clashes have been frequent but inconclusive. The outlawry of war and the strong war establishment have doubtless been accommodated by many minds as a practical version of Theodore Roosevelt's dictum to "speak softly and carry a big stick." The trends in short are conflicting and confusing, with the problems of war remaining as imminent and as grave as in the past.

PART IV

POLICY AND PROBLEMS

A Formal Summary of Principles

What we conceive to be the major problems revealed by our studies of social trends have now been passed in review. By way of summary, a list of these problems in the order of their social importance may be expected. But to draw up such a list requires agreement upon some criterion of social importance, as well as sharp definitions of problems which assume varying forms and meanings as they are viewed from different angles. A summary perhaps more serviceable to future thinking, although less directive of immediate action, can be provided by pointing out in abstract form the general characteristics which social problems have in common.

The fundamental principles are that social problems are products of change, and that social changes are interrelated. Hence, a change in one part of the social structure will affect other parts connected with it. But the effects do not always follow immediately—an induced change may lay years behind the original precipitating change. These varying delays among correlated changes often mean maladjustment. They may arise from vested interests resisting change in self-defense, from the difficulty with which men readjust familiar ideas or ideals, or from various obstacles which obstruct the transmission of impulses from man to man. These interrelated changes which are going forward in such bewildering variety and at such varying speeds threaten grave dangers with one hand, while with the other hand they hold out the promise of further betterment to mankind. The objective of any conscious control over the process is to secure a better adjustment between inherited nature and culture. The means of social control is social discovery and the wider adoption of new knowledge.

The Nation's Need for Social Thinking

On the principles just stated in bald form it is inevitable that the descriptions of social trends in the following chapters run forward to the series of questions raised but not answered in this summary review of results. If that were not the case, the descriptions would fall lamentably short of thoroughness. The committee is in the same position as its collaborators. In formulating this general sketch of the complicated social trends which are remolding American life it finds its analytic description leading ever and again to a statement of problems which can be solved only by further scientific discoveries and practical inventions.

To make the discoveries which are called for, to design, perfect and apply the inventions is a task which would be far beyond the powers of the committee and its collaborators, even if we had not been excused in advance from making such an effort. If one considers the enormous mass of detailed work required to achieve the recent decline in American death rates, or to make aviation possible, or to increase per capita production in farming, one realizes that the job of solving the social problems here outlined is a job for cumulative thinking by many minds over years to come. Discovery and invention are themselves social processes made up of countless individual achievements. Nothing short of the combined intelligence of the nation can cope with the predicaments here mentioned. Nor would a magnificent effort which successfully solved all the problems pending today suffice—if such an effort can be imagined. For, if we are right in our conception of the character of cultural trends, the successful solutions would take the form of inventions which would alter our ways of doing things, and thereby produce new difficulties of endless variety. Then a fresh series of efforts to invent solutions for social problems would be needed.

Implementing Public Policy

In beginning this report, the committee stated that the major emerging problem is that of closer coordination and more effective integration of the swiftly changing elements in American social life. What are the prerequisites of a successful, longtime constructive integration of social effort?

Indispensable among these are the following:

Willingness and determination to undertake important integral changes in the reorganization of social life, including the economic and the political orders, rather than the pursuance of a policy of drift.

Recognition of the role which science must play in such a reorganization of life.

Continuing recognition of the intimate interrelationship between changing scientific techniques, varying social interests and institutions, modes of social education and action and broad social purposes.

Specific ways and means of procedure for continuing research and for the formulation of concrete policies as well as for the successful administration of the lines of action indicated.

If we look at the ways in which the continuing integration of social intelligence may advance, there are many roads leading forward.

Social Thinking Gaining

1. We may reasonably anticipate a considerably body of constructive social thinking in the near future developing in the

minds of individual students of social problems, pioneers in social discovery or statesmen in social science. More widely in the future than in the immediate past we may expect the growth of thinking about the meaning of the great masses of social data which we have become so expert and generous in assembling. Is it possible that there is radical inconsistency between the industrious and precise collection of material and the effort to interpret and utilize what has been found out? Or the contrary, is there a compelling urgency that they be brought together both for the sake of science and of society? We may look for important contributions from individual thinkers with a point of view from which the focusing of social problems and their constructive integration is not excluded, but emphasized. Some of these efforts may be widely divergent in conclusions from others, but they should have in common the interrelation of social problems in closer meshed patterns than heretofore. It is also to be anticipated that the initiative in a wide variety of emerging problems will be assumed by research centers, groups, bureaus, institutes and foundations, devoted in some instances to more specialized and in other to more general treatment of social data. A considerable amount of such work is now being done in universities and independent research institutes, and the results are seen in the increasing penetration of social technology into public welfare work, public health, education, social work and the courts. While some of these inquiries may be fragmentary and often unrelated or inadequately related, there should nevertheless be important findings and inventions of great value to society. It might be said, indeed, that while the most recent phase of American development in the social field has been the recognition of the necessity of fact finding agencies and equipment, and their actual establishment, the next phase of advance may find more emphasis upon interpretation and synthesis than the last.

Interest of Government

2. Nor can we fail to observe the interest of government itself, national, state and local alike, in the technical problems of social research and of prevision and planning. A very large amount of planning has already been undertaken, notably by cities and by the federal government, and to a less extent by states and counties. There is reason to anticipate that this form of organization of social intelligence and policy will develop in the future with the increasing complexity of social life and the realization of the significance of social interrelationship. The monumental work of the census alone is an adequate indication of the interest of the organized government in the collection of social data, and there are many other illustrations of the deep concern of the government with the data upon which national policies should rest. The fact-finding work of the executive branch of the

government has often been more systematically directed than that of the legislators and the courts, but there are striking examples of the utility of inquiries in all divisions and on all levels of government, in legislative inquiries (especially the interim inquiries) and in judicial proceedings as well as in the undertakings of the more recently developed judicial councils. It is not beyond the bounds of possibility that in dealing with some forms of problems, joint inquiry instituted under the auspices of two or more departments of government might prove to be an effective procedure, in that partisanship and proprietorship in findings would to some extent be minimized.

Value of Research Council

3. The Social Science Research Council, representative of seven scientific societies, and devoted to the consideration of research in the social field, may prove an instrumentality of great value in the broader view of the complex social problems, in the integration of social knowledge, in the initiative toward social planning on a high level. Important advances have already been made in agricultural research, in industrial and international relations, and striking possibilities lie ahead in the direction of linking together social problems likely otherwise to be left unrelated.

It is within the bounds of possibility that this Council might care to take the initiative in setting up other machinery for the consideration of *ad hoc* problems, and for more and continuous generalized consideration of broader aspects of social integration and planning. It would further be possible for this Council to organize sponsoring groups in which there might be brought together the technical fact finding, the interpretation of data in a broader sense, and the practical judgment of those holding the reins of authority in government, industry and society.

National Board Foreseen

4. Out of these methods of approach it is not impossible that there might in time emerge a National Advisory Council, including scientific, educational, governmental, economic (industrial, agricultural and labor) points of contact, or other appropriate elements, able to contribute to the consideration of the basic social problems of the nation. Such an agency might consider some fundamental questions of the social order, economic, governmental, educational, technical, cultural, always in their interrelation, and in the light of the trends and possibilities of modern science.

In any case, and whatever the approach, it is clear that the type of planning now most urgently required is neither economic planning alone, nor governmental planning alone. The new syn-

thesis must include the scientific, the educational, as well as the economic (including here the industrial and the agricultural) and also the governmental. All these factors are inextricably intertwined in modern life, and it is impossible to make rapid progress under present conditions without drawing them all together.

The committee does not wish to exaggerate the role of intelligence in social direction, or to underestimate the important parts played by tradition, habit, unintelligence, inertia, indifference emotions or the raw will to power in various forms. These obvious factors cannot escape observation, and at times they have only a hopeless resignation to drift with fate. Social action, however, is the resultant of many forces among which in an age of science and education, conscious intelligence may certainly be reckoned as one.

Furthermore, it is important not to overstate the aspect either of integration or concentration in control, or of governmentalism. The unity here presented as essential to rounded social development may be achieved partly within and through the government and partly within other institutions and through other than governmental agencies. In some phases of behavior there are very intimate relationships between science, education, government, industry and culture; and in others the connection may be further in the background. Some of the centres of integration may be local, others may be national, and still others international in their point of reference. What is here outlined is a way of approach to social problems, with the emphasis on a method rather than on a set of mechanisms. More important than any special type of institution is the attainment of a situation in which economic, governmental, moral and cultural arrangements should not lag too far behind the advance of basic changes.

The alternative to constructive social initiative may conceivably be a prolongation of a policy of drift and some readjustment as time goes on. More definite alternatives, however, are urged by dictatorial systems in which the factors of force and violence may loom large. In such cases the basic decisions are frankly imposed by power groups, and violence may subordinate technical intelligence in social guidance.

Unless there can be a more impressive integration of social skills and fusing of social purposes than is revealed by recent trends, there can be no assurance that these alternatives with their accompaniments of violent revolution, dark periods of serious repression of libertarian and democratic forms, the proscription and loss of many useful elements in the present productive system can be averted.

Stark and Bitter Realities

Fully realizing its mission, the committee does not wish to assume an attitude of alarmist irresponsibility, but on the other hand it would be highly negligent to gloss over the stark and bitter

realities of the social situation, and to ignore the imminent perils in further advance of our heavy technical machinery over crumbling roads and shaking bridges. There are times when silence is not neutrality, but assent.

Finally, the committee is not unmindful of the fact that there are important elements in human life not easily stated in terms of efficiency, mechanization, institutions, rates of change or adaptations to change. The immense structure of human culture exists to serve human needs and values not always readily measurable, to promote and expand human happiness to enable men to live more richly and abundantly. It is a means, not an end in itself. Men cling to ideas, ideals, institutions, blindly perhaps even when outworn, waiting until they are modified and given a new meaning and a new mode of expression more adequate to the realization of the cherished human values. The new tools and the new technique are not readily accepted; they are indeed suspected and resisted until they are reset in a framework of ideas, of emotional and personality values as attractive as those which they replace. So the family, religion, the economic order, the political system resist the process of change, holding to the older and more familiar symbols, vibrant with the intimacy of life's experience and tenaciously interwoven with the innermost impulses of human action.

A Major Task Ahead

The clarification of human values and their reformulation in order to give expression to them in terms of today's life and opportunities is a major task of social thinking. The progressive confusion created in men's minds by the bewildering sweep of events revealed in our recent social trends must find its counterpart in the progressive clarification of men's thinking and feeling, in their reorientation to the meaning of the new trends.

In the formulation of these new and emergent values, in the construction of the new symbols to thrill men's souls, in the contrivance of the new institutions and adaptations useful in the fulfillment of the new aspirations, we trust that this review of recent social trends may prove of value to the American public. We were not commissioned to lead the people into some new land of promise, but to retrace our recent wanderings, to indicate and interpret our ways and rates of change, to provide maps of progress, make observations of danger zones, point out hopeful roads of advance, helpful in finding a more intelligent course in the next phase of our progress. Our information has been laboriously gathered, our interpretations made with every effort toward accuracy and impartiality, our forecasts tentative and alternative rather than dogmatic in form and spirit, and we trust that our endeavors may contribute to the readier growth of the new ideals, ideas and emotional values of the next period, as well as the mechanisms, institutions, skills, techniques and ways of life through which these values will be expressed and fulfilled in the years that are to come.

O GOD OF LITTLE BIRDS

O God of little birds!
Who made our bodies light as spoken words;
Who painted Thy blue sky upon our wings;
We thank Thee for the Day, and for the springs
Wherefrom we drank; the wholesome grain we ate;
For all Thy care to us who on Thee wait;
The brightness of our eyes so small and round
Which spy the foes no human eyes had found;
The tools Thy tiny gardners never lack,—
Our rakes and pruning-hooks of white and black.

Tomorrow we will strive with weed and blight;
Forgive, we pray, our little sins tonight,—
The stolen, tempting berries, two or three.
We cannot sleep if unforgiven by Thee.
Unless Thou close our triple-guarded eyes
And keep us 'neath Thy wing till morn arise.

Lord, if some man have paid with snare and stone
The songs Thy birds about his path have strown.
The toil that slew the weevil in his wheat,
—Aye though his net have caught some fledgling sweet,
Teach us forgiveness, though it be not easy,
In the dear name of Francis of Assisi,
Forgiving man whatever hurts or girds
Because one man hath said, "My brother birds."

And thou Saint Francis, blesser of our wings,
Pray for us!
Priest of the morning lark that soars and sings,
Pray for us!
Confessor of the Finches, loving Dreamer,
Who by thy faith became the Bird's Redeemer,
Gave us our souls, absolved them of all taint,
Pray for us. and obtain, beloved Saint,
Our grain of barley—millet—and of wheat,
So be it! So be it! So be it!

From Rostand's *Birds' Prayer*.

STRANGER THAN FICTION

E. Chesley Allen

Thousands are interested in the wonders which that universal entertainer, Ripley, gathers from the seven seas and the far corners of the earth; and the tales of Baron Munchhausen and other writers of tall fiction have always found ready readers. But it is the purpose of this article, and perhaps following articles, to show that within our own little province, in field, meadow, thicket garden or pool, miracles are happening daily which are quite equal to the exotic wonders of a Ripley or the imaginings of a Munchhausen.

This is the last of April. The heavy snows of a memorably severe winter have disappeared; and the small ponds and pools, some of which were frozen to their very bottoms, are again clear and in themselves are little worlds teeming with life.

Here is a small pond, called "Quarry Pond", because years ago solid blocks of stone were cut from the bed rock leaving this shallow basin. Sand, clay, leaves and twigs have blown or fallen into it, settled to the bottom, and made a layer of mud and debris ideal for the existence of a varied animal and vegetable life. We lie face downward upon the flat rocky rim of the pond and watch the varied life in its clear depths. And there is much to see.

Just below our faces, making its way up to the stem of a submerged water plant, is what appears to be an animated bundle of tiny sticks. It is roughly cylinder-shaped, about an inch long, and about the diameter of a lead pencil. Roughly is just the right word, for this bundle is composed of hundreds of tiny sticks, bits of plant stem, leaf stalk, or spruce needles, criss-crossed, log-cabin fashion, in such a way as to leave a central cylindrical cavity. This cavity is open at one end, and from this open end is thrust the head and fore part of the body of the tenant. Three pairs of legs bearing hooked claws assist the creature in its climbing. This is the larvae or grub stage of a caddice fly. Last summer an adult caddice fly, a moth-like insect with four delicate wings, succeeded in depositing her eggs upon a plant stalk or bit of rubbish just beneath the surface of the water. These eggs, no larger than pin points, were enclosed in a small mass of clear jelly. The water of the pool, warmed by the sun, soon had its effect; and each tiny egg sent forth into a small watery world, with all its dangers, a minute grub not more than a sixteenth of an inch long. Immediately each little grub began to collect bits of vegetable matter which it built about itself, log-cabin fashion, holding them in position by bindings of silken thread produced within its own body. Within a few hours each larva was entirely encased in a domicile of its own building. But by what power did this bit of larval life, almost microscopic in size, emerging from a still more minute egg, know the necessity for thus protecting itself, know the

materials to use, and the matter of their putting together? "Hereditary instinct." Certainly. A high-sounding phrase and a convenient label for that which we do not understand; that miraculous something which, passed on from one generation to another, through a pin-point of living protoplasm, teaches each new creature, insect, fish, bird, or mammal, what to do and just how to do it.

But this first shelter is soon outgrown. Our baby larva, a sixteenth of an inch long and of a hair's diameter, begins to feed and grow. What is to be done? Simply move forward a bit and add new cross-pieces to the forward end of its log cabin. Thus growth and building goes on until we have the fully-grown larvae which we see still crawling up the stem of the water plant below us.

We reach down and touch the slow-mounting bundle of sticks. Immediately the three pairs of hooked legs let go their hold upon the stem; head, body and legs disappear within the rustic cylinder, and house and its inmate sink slowly to the bottom of the pond where now a bundle of criss-crossed sticks lies apparently lifeless.

But this is not all. As the spring advances and the water of the pool is warmed by the high-swinging sun, again the mysterious voice of instinct whispers to the full-grown larva within the cylindrical log cabin. The great event of her life is about to happen. She makes her house fast to some support beneath the water; and, either by use of some bits of material such as that used in the construction of her home, or, sometimes by strands of silk alone, she makes a grating over its entrance. A grating, because to close it entirely would prevent the circulation of water with its life-giving oxygen. Then she retires completely within, and undergoes that great change from the larva to the pupa, and from pupa to perfect insect. The great day comes! The front door is pushed open and the perfect insect emerges, comes to the surface and crawls up into the air, clinging to some protruding stone, stick, or water weed. A fully developed caddice fly, with four wings, six legs, two delicate antennae and eyes, all fitted for an aerial life. But wait! All is not quite complete. So closely that we could not observe it she is coated with a thin film, delicate, transparent, and thinner than the thinnest cellophane. A slit appears along the back, a wriggling convulsion, and she is free, ready to take wing, leaving behind clinging to her support a ghost-like, transparent suit perfect in every detail from antenna tip to foot claw. The waterproof suit has served its purpose, and the now perfect insect is ready to mate, lay her eggs, and thus start again the cycle of caddice fly life.

Here again, below our faces, crawling along the bottom of the shallow pond, is an insect about an inch long with two bulging eyes on the sides of its head and four little paddle-like flaps lying along its back. It is the nymph, or water-living stage of the dragon-fly or "devil's darning-needle," that terror of our childhood days which was supposed to be able to sew up our eyes.

We reach down and with a tentative finger approach the insect. Instantly it shoots ahead, as if from the muzzle of a gun, and appears several inches from its original position. It neither paddled through the water nor were the feet used, grasshopper-like, to give it this sudden impetus. What, then, is the secret of this new means of rapid motion? The creature will stand closer study in the aquarium at home. We catch it by the simple trick of driving it into the wide mouth of a glass jar lowered to the bottom of the pond. We find it to be eminently fitted for its life in the pond, both in eluding its enemies and securing its own prey. The rear section of the body, which is unusually large, is furnished with a spacious cavity. This cavity, when the insect is still, is filled with water; and, in an emergency, this water can be expelled backward with great force, which, in accordance with a well-known law of physics, can send the insect ahead with equal force. So we see that the idea of rocketing to the moon or one of our sister planets in machine propelled by a series of backward explosions is not at all original with human beings.

But this device for escaping its enemies is simplicity itself compared with the mechanism by which this insect catches its prey. This can best be described by a fantastic use of the imagination. Suppose that your lower jaw, instead of having the graceful angle and well moulded chin which no doubt it has, hung upon your breast and extended well down to your waist where it folded sharply back upon itself by an elbow joint, extended upward again and ended in a flattened lower lip which covered the mouth opening. Still further, imagine that, concealed neatly in two grooves at the sides of this lower lip, there were two curved claws, not unlike the claws by which the ice-man carries his block of ice. Just such an arrangement has the dragon-fly nymph. Warily he creeps forward upon some unsuspecting water-worm or small tadpole, and when within striking distance forth shoots that hinged lower jaw, the victim is caught between the two sharp-pointed pincers and drawn back to the ever hungry mouth.

But what of those four little paddle-like flaps that lie along the back of our dragon-fly nymph. They are only about a quarter of an inch long, and seem to serve no useful purpose. However if we watch our aquarium specimen closely or if we happen along the margin of a lake or pond early some June or July morning we may see a sight long to be remembered. At such time we may see the nymph crawl from the water upon some protruding stone or stem, cling desperately with its six claw-armed feet, and go through what appear to be painful convulsions. Presently the ugly brown shell of the nymph splits along the back and forth comes a pale green, semi-transparent creature whose four wings, drawn from the four short flaps soon, even while we watch, develop into the beautiful rainbow-hued wings of the adult dragon fly. There it clings for an hour or more, its body becoming darker and more opaque, and its wings drying and

stiffening, until suddenly away it goes upon its first flight ready to weave to and fro over the sedgy margin of the pond, dashing this way and that and catching, before its course is run, thousands of midges, moths, butterflies, or even smaller dragon flies.

Late April brings a strange miracle to pass upon the twigs of the bush willows. The soft, silver-gray pussies which burst their hard brown scales in late March or early April are taking on a different appearance. We are standing by a willow bush at the side of a brook and notice, protruding from the silvery fur of its pussies, delicate little stems, each surmounted by a sac shedding yellow pollen. Close examination shows that the pussy, or catkin, is really a short stalk of closely set flowers and that each flower produces a stamen, two-branched at its upper end and bearing two pollen sacs. Hovering over the bush, crawling over the catkins, and probing eagerly down to the bases of the flowers is a throng of winged insects, early butterflies, beetles, flies and bees and their relatives, various species of wasps. Why this host of insect visitors to the willow bush? Because many of these guests are particularly fond of pollen, some for their immediate needs, and some for the use of their young. The bees may be seen fairly rolling in the golden luxury, brushing it upon their furry coats, then carefully combing it off and piling it in neat loads into the pollen baskets carried upon their hind legs. But there is another reason for the insects' eager visits. Down at the base of each flower is a little nectar sac filled with sweet liquid and just intended to encourage the visits of the insects. The long, delicate tongues of the butterflies probe flower after flower. But again, why this "anxiety" on the part of the willow bush to entertain so luxuriously this winged host? Let us see. Here a few feet away is another willow bush. Its catkins, too, have changed their appearance. But here, instead of finding that each separate floret has pollen-shedding stamens, we see little pod-like swellings amid the gray fur, and each pod is surmounted by a sticky, two-branched tongue. Here, too, at the base of each floret is a nectar sac, and this willow bush, though without pollen, is not without its eager host of visitors searching out the sweet liquid. And this is the secret. Insects flying from the first bush to the second, which is what many of them do, cannot help transferring the yellow pollen from the first bush to those sticky forked tongues of the second bush; and it is this very pollen which is required to fertilize the tiny seeds concealed in those little green pods. In a few days this transference of pollen is complete. The catkins from the pollen-bearing bush shrivel and fall, their duty done. But not so with the second, or seed-bearing bush. The green pods lengthen and swell, and in late June or early July burst and send thousands of silky-winged willow seeds drifting away upon the summer winds.

Among the visitors to the pussywillows' banquet of pollen and nectar is the yellow-jacket wasp. Is she one of a colony of yellow-jackets inhabiting some gray paper nest in the vicinity?

Not at all; but a widowed queen, that, in some sheltered nook, a hollow tree, a hay-stack, or a crevice of some building, has succeeded in living through the terrors of a northern winter, and has now come forth to perform the duties for which nature intended her. Let us follow her activities through the season.

Somewhere, on the lower side of a branch of tree or shrub, or under the convenient protection of eaves or veranda roof, she will start building a little inverted saucer of gray paper, about the size of a fifty-cent piece, fastening it securely to its support by a strong supporting stem. Where is she getting her material? We follow her from the scene of her home-building to an old, unpainted, gray board fence. She alights upon one of the weathered boards and crawls slowly forward, moving her sharp jaws all the time. Behind her as she crawls she leaves a narrow strip of yellow unweathered wood entirely denuded of its gray weathered fibres. When her mouth is full, off she flies to her dome-shaped roof, and proceeds to lay her pulp of wood fibre and glutinous saliva along its edge, using her jaws and her front feet as moulding tools.

When the sides of this inverted bowl, or saucer, are brought down sufficiently far to make a reasonable shelter a new feature is added. Up in the centre of the dome a short stem is built down, and at its end a group of six-sided cells is built, one cell in the centre, and six adjacent cells along its six sides. By what power does this little architect know that the hexagon is the figure which will give the greatest space for the least material, and at the same time lend itself to circles of adjacent cells as far out as may be required? These cells are all built mouth downward, and are of a firmer texture than that of the covering dome.

Into the bottom of each cell a tiny white egg is glued. This done, the edges of the dome are built downward, then inward, until the protecting envelope is spherical in form, an opening or doorway being left in the bottom. If time admits before the eggs in the cells hatch, another envelope is started above and outside the original dome, starting from the supporting stem.

But now the eggs are hatched, and seven very hungry little grubs demand most of the time of the little queen mother to keep them fed. But their growth is rapid, and they soon fill their cells, each clinging all the time, head downward, by a disc at the upper or rear end of its body. Then each grub spins, from material within its own body, a silken cap over the mouth of its cell; and, passing through the pupa stage, emerges as a yellow-jacket worker ready to assist in the work of building, collecting food-caring for the next series of grubs, ventilating the house by standing with vibrating wings at the edge of the doorway, and *all without ever having done these things before or having seen them done*. Here, again, we face the great mystery of hereditary instinct.

Now the colony really begins to grow. New cells are added to the original seven. The whole house grows in diameter by the

simple means of tearing out the inner envelopes and building new and larger envelopes outside. Pillars are dropped from the first layer of cells, and a new and lower layer added; and again, if the colony is flourishing, a third and succeeding layers, until we have in the late summer a large colony of yellow-jackets. Then, before the advent of autumn, is produced a series of new queens and males, and mating takes place.

The first really cold weather wipes out the colony, all except these new queens, which, if they have succeeded in finding safe shelters for themselves, will survive the ensuing winter, and will each start for herself a new yellow-jacket colony.

With the first warm evenings of late spring appear the little brown bats, flitting like eerie shadows through the soft twilight, or circling around the outer edge of each zone of light thrown out by our street lamps. Here, they have discovered, is good hunting; and each erratic twist and turn in mid-air quite likely spells the death of some insect attracted to the light. Few birds except swifts and swallows are as agile upon the wing as this little mammal, for mammal it really is, four-limbed, fur-clothed, and suckling its young in true mammal fashion. What is the secret of its powers of flight? Here, again, let us imagine a human being with unusually short legs, and the toes ending in sharp curved claws quite capable of holding the weight of the whole body. Imagine the arm bones to be of normal length but the bones of the palm of the hand and the four fingers to be enormously lengthened so that the hand is much longer than the entire arm, bringing the tips of the fingers eight or ten feet from the body, and that the thumb is modified into a little clawed hook to be used for clinging and climbing up vertical walls. Now suppose this strong but flexible frame-work of bone to have stretched across it, from finger tip to finger tip and reaching back to the feet a sheet of thin, rubber-like, brown skin, and we have a very good idea of the flying equipment of the bat.

Hibernating all winter in caves, hollow trees, or building lofts, hanging head downward by their toes, and sleeping during the day in the same position, their wings folded about them like cloaks, the bats come forth in the evening upon foraging expeditions. Often the mothers carry their young with them upon these excursions, the little fellows clinging to their mother's fur as she wheels and zigzags through the air, but sometimes they are left at home hanging head down, their parents apparently not fearing a rush of blood to the heads of their offspring.

Like many of our wild creatures, bats are the victims of much ignorant superstition, a common silly idea being their desire to entangle themselves in some lady's hair. As a matter of fact bats are very desirable neighbors, for they destroy myriads of insects of species annoying or injurious to man.

THE SYMPHONY OF SPRINGTIME

Springtime is a mixture of sunshine and color and sound. Cannot we then speak of this season in musical terms? It has long been the habit of the poets to do so. They tell us that music is the harmonious voice of the whole creation and that there is a music in all growing things. Amongst the old time folklore about plants beloved of primitive people it was said that those wee folk, the fairies, danced gaily to the tune rung out from the snowdrops and harebells, and thus sporting themselves left the mark of their innocent carousal in the fresh rings of the springtime meadow grass. But modern science has killed off this quaint conceit, albeit its exponents have given us some sort of compensation in telling us that all colors are born of light and that light and sound have the selfsame gamut. This means that the hues of the rainbow, the forms of the flowers, the leaves unfolding from the boughs of the trees, are all the expression of the selfsame wave of light pitched to divers wave-lengths and producing the great symphony of color that the springtime unfolds. They are simply different notes of what may be called the musical scale of nature. Hence, as Sir Francis Darwin says: "The trees sing with all their green tongues when springtime releases them from their cupboards, which we call buds, and, along with the flowers and the chanting of the feathered minstrels, make up the springtime chorus."

And how beautiful is this orchestration which sings alike to ear and eye and winds its way to the secret depths of the human heart. Now it is that the lawns display their pure emerald green and this more brightly than any gem ever bearing this name. Amongst the grasses the dandelions spread their wondrous gold. Most people deem this bloom a troublesome weed. Were it not so common it is likely that the dandelion would be hailed as one of the most charming flowers that God ever gave to decorate our earth. The poet Lowell was prompted to pen some lines in honor of this blossom which is as if a miniature sun had been set up on its semi-transparent stalk for the express purpose of glorifying all the waste places in which it grows—

Dear common flower, that grow'st beside the way,
Fringing the dusty road with harmless gold.

And who shall say that the golden beauty of this flower does not thoroughly chime in with the ox-eye daisies, the daffodils, the tulips, the primroses, and all other cheery and hopeful notes of the springtide symphony?

But what spectacle is more charming than the aspect of the shrubs and the trees at this season of the year? How refreshing to the eye they are. How exquisitely varied their tints, enlivening the atmosphere just as the flowers themselves do, and filling the spaces of the air with their graceful fronds and spreading

boughs all clothed in the fresh glory of youth and that overflowing tide of clean and pure life which teaches us how "heaven has its roots in the earth and its crest in the clouds." And who can fail to observe the delicacy of the manifold colors of the springtime trees when their branches are uplifted into the sunlight and are saturated with the translucence of its enveloping beams! All mere words are utterly incompetent to describe the rare beauty and witching charm of the trees apparelled in the livery of their springtime foliage. They shine in the motley of a modest artistry of tender colors that, in tones of pink and yellow and bronze and silver and mauve, make up a picture of fair delight that no painter, however clever he may be, can successfully transfer to canvas, and that, in its perfect living ecstasy, is surely comparable only to the effect of some fine strain of music gently keyed to the hidden and most secret emotions of the human soul. And who can tell when an inspiration and what an uplifting influence this seasonal and constant ministry of nature has upon our lives, making for our encouragement in the culture of loftiest ideals?—*The Gazette, Montreal.*

THE EARTH AND MAN

A little sun, a little rain,
A soft wind blowing from the west—
And woods and fields are sweet again,
And warmth within the mountain's breast.

So simple is the earth we tread,
So quick with love and life her frame,
Ten thousand years have dawned and fled,
And still her magic is the same.

A little love, a little trust,
A soft impulse, a sudden dream—
And life as dry as desert dust
Is fresher than a mountain stream.

So simple is the heart of man
So ready for new hope and joy;
Ten thousand years since it began
Have left it younger than a boy.

—Stopford A. Brooke.

THE "WOODEN WALLS" OF CANADA

An Arbor Day Thought

Marjorie Ayer

Did you ever stop to think much about Arbor Day? All too many of us are inclined to take trees very much for granted and to feel that because there seems to be an unlimited supply of trees, they are something to which we need pay no attention.

Our lives and those of trees are very closely linked, if we but stop to figure it out. Trees are wood and all day long we live with trees, even if we spend our time in a sky-scraper, deep in a city's heart. In the morning we jump from beds that are, very often, of wooden construction or have wood used somewhere in their manufacture. We sit on wooden chairs and eat our breakfasts off wooden tables; the newspaper we read is a product of wood; the street-car seat is made of wood, and so is the framework of the automobile seat. If we are air-minded enough to fly when we travel, we find that the aeroplane frame is of wood; wooden ties bear the railroad track when we take a train trip. When we turn on the electric light we are dependent on the wooden poles which carry the power lines, so are we, too, every time we speak over the telephone or send a telegram. If we are feminine, we sometimes wear wooden clothes when we don our new rayon dresses. When we make a memorandum a wooden lead-pencil helps us to remember on a paper page that came from a tree; the coil in the radio set is wound on a cylinder that is a wood product.

Trees have been linked with human lives since the earliest times. The trees of the Garden of Eden, according to records, were "pleasant to the sight." The dwelling houses in Ancient Rome were of wood. Her fleet was of wooden ships, as were also her ships of commerce. The celebrated *Santa Maria*, Columbus' ship, was of wood; so were the ships of those other voyagers, Vasco Da Gama and Magellan. Trees all, at one time.

The colonists, landing on our shores from ships of wood, found trees their salvation. Of them they built their houses, on them they relied for fuel. As the scene moved on and pioneers trekked west on wooden ox-wagons their very lives depended, at times, on the shelter the wooden vehicles afforded as forts against the Indians' wooden arrow shafts.

But, as surely as man penetrated into the North American continent, just as surely the trees began to recede. It was almost as if they sensed final elimination. Little by little, such great forests as had been thriving on the eastern coast became a memory only. With such rich resources at their very doors, it was unnatural to suppose that the early settlers would let such an opportunity slip. Apart from the material they used for their own personal needs, the great wealth of trees pointed to

commercial possibilities, and shipbuilding was undertaken. As early as 1663 there is recorded the launching of a barkentine.

The close of the 17th century saw the establishment of sawmills and the real commencement of the lumber industry in Canada. Mile by mile this industry moved westward, into the St. Lawrence River valley, on to the Ottawa valley northward into Northern Ontario. Even the northern portions of the prairie provinces came into being as lumber centres during the first intensive settlement boom. Then, too, it was that British Columbia began to develop the lumber industry that has made that province famous over half the world.

The song of the saw and the ring of the axe float down across the years to us who are only now beginning to realize the value of our forests and, while their notes carry the high pitch of progress and development, they also have something of the mournful quality of a dirge. Can it be that it is the funeral march of Canada's forest wealth?

In these present days of new methods in construction, with metals and concrete taking such an important part, it might easily be concluded that the danger of the exhaustion of the wood supply had been averted. But, while other materials have superseded wood to a great extent in the building of ships, in the erection of buildings, and in the construction of bridges and wharves, the demand for wood has in no degree lessened.

An industry dependent solely on trees for its raw material has developed to such an extent that exactly the same condition prevails as if all building in all lines were still using wood. The past twenty five years has brought pulp and paper mills and it is these business centres which use the most trees to-day.

It is an industry which has been in the making a long, long time; it only took the twentieth century to perfect it. The Egyptians made a writing material from a reed called papyrus and that is where the name originated. The Chinese, however, were the first to make paper in much the same way as it is done to-day. At first, as the industry spread westward from the Orient, cotton and linen rags were used as raw materials but, as the source of supply began to grow alarmingly scarce, other means were sought. That was when wood, our living trees, were found to be suitable for the purpose. Once started, the expansion in the use of wood has been amazing.

In this manufacture of paper, the trees of Canada are especially valuable. The white, black and red spruces of Eastern Canada and the sitka spruce and engleman spruce of British Columbia all play a prominent part. So also do balsam fir and the other true firs. Jack pine and eastern hemlock are in some demand and cottonwood, poplar and white birch are used in making a certain kind of pulp.

So in the light of all these things, Arbour Day grows exceedingly important. No country, no matter how broad its acres nor how rich its forest resources, can continue to supply wood if

its tree stock is not replenished as it is depleted. A seedling planted for every tree felled, would be a good slogan for every forest worker, but, of course, that idea is impractical. In this day of specialization each man does his allotted task and, in this particular case, if his is the cutting he cannot attend to reforestation as well.

This then, opens up a vast field for the boys and girls of Canada. To them and to their children is to belong the heritage of the trees, theirs is now the task of planting those future forests.

It is one of the most fascinating things in the world to watch trees grow. They are so like people. In closely-planted areas the younger ones shoot straight up to meet the sun, just like eager children in a crowded place, trying to see above the elders' shoulders; on storm-swept shores they are bent and twisted, crouching like people, to keep a precarious foothold.

As far as the time for growing trees is concerned, it is most remarkable what even a few years will do. True, the oldest living tree stands to-day in Mexico, with an estimated age of five thousand years, and many others are known to be from six hundred to eight hundred years old, but they are just outstanding examples of the great age which trees can attain.

To-day, extended stretches of Western Canadian prairie without trees are most unusual while thirty years ago they were a common sight. This is a direct result of the tree planting division instituted by the Canadian Government in 1901. Since that time 117,225,936 trees have been distributed free to farmers on the prairie and what has been done there is an incentive to all those who realize that forest preservation to-day is, first of all, replenishment.

Research work is proving the value of forests all the time, quite aside from a commercial viewpoint. Forests are responsible for the reduction of wind movement and protection against hurricanes; they preserve the water supply by retarding the run-off; they are believed to increase rainfall and thus guard against drought; they provide homes for the birds which save millions of dollars every year by destroying insects; they provide shade and beautify their surroundings.

Think of all these things on Arbour Day. Look ahead as you lift the little seedling tree from the bucket of water in which you are carrying it, and try to visualize the tree it will grow into in the years to come. Every tree you plant and nurture will be like storing up a treasure. Its value will increase as the years pass and, between you and that tree will grow a beautiful friendship that will endure forever.

AURORA

On the roof of the summer-house of the Palazzo Rospigliosi, is painted the celebrated fresco of Guido's *Aurora*. Its colouring is clear, harmonious, airy, brilliant—unfaded by time; and the enthusiastic admirer of Guido's genius may be permitted to hope that this, his noblest work, will be immortal as his fame.

Morghen's fine engraving may give you some idea of the design and composition of this beautiful painting; but it cannot convey the soft harmony of the tints, the living touches, the brilliant forms, the realized dream of the imagination, that bursts, with all its magic, upon your enraptured sight in the matchless original. It is embodied poetry. The Hours, that hand-in-hand encircle the car of Phoebus, advance with rapid pace. The paler, milder forms of those gentler sisters who rule over declining day, and the glowing glance of those who bask in the meridian blaze, resplendent in the hues of heaven,—are of no mortal grace and beauty; but they are eclipsed by Aurora herself, who sails on the golden clouds before them, shedding "showers of shadowing roses" on the rejoicing earth; her celestial presence diffusing gladness, and light, and beauty around. Above the heads of the heavenly coursers, hovers the morning star, in the form of a youthful cherub, bearing his flaming torch. Nothing is more admirable in this beautiful composition, than the motion given to the whole. The smooth and rapid step of the circling Hours as they tread on the fleecy clouds; the fiery steeds; the whirling wheels of the car; the torch of Lucifer, blown back by the velocity of his advance; and the form of Aurora, borne through the ambient air, till you almost fear she should float from your sight; all realize the illusion. You seem admitted into the world of fancy, and revel in its brightest creations.

In the midst of such youth and loveliness, the dusky figure of Phoebus appears to great disadvantage. It is not happily conceived. Yet his air is noble and godlike, and his free commanding action, and conscious ease, as he carelessly guides, with one hand, the fiery steeds that are harnessed to his flaming car, may, perhaps, compensate in some degree for his want of beauty; for he certainly is not handsome; and I looked in vain for the youthful majesty of the god of day, and thought on Apollo Belvedere. Had Guido thought of it too, he never could have made this head, which is, I think, the great and only defect of this exquisite painting; and what makes it of more importance, is, that Apollo, not Aurora, is the principal figure—the first that catches the eye, and which, in spite of our dissatisfaction, we are to the last obliged to contemplate. The defects of his Apollo are a new proof of what I have very frequently observed, that Guido succeeded far better in feminine than in masculine beauty. His female forms, in their loveliness, their delicacy, their grace and sweetness are faultless, and the beauty and innocence of his infants have seldom been equalled; but he rarely gave to manly beauty and vigour a character that was noble.—Charlotte Eaton.

AUDUBON AND DR. McCULLOCH

[Last year was celebrated the centenary of the voyage of the *Royal William* in 1833, as being the first crossing of the Atlantic wholly under steam. In its list of cargo was an item of "case of stuffed birds". This was part of the remarkable collection of native birds made by Dr. Thomas McCulloch, Principal of Pictou Academy, and his sons, which, after failure to retain it in the province, was being sent to the Old Country for sale. A few days after the *Royal William* sailed, Audubon, the eminent American naturalist, who had long known of Dr. McCulloch's work in the field of ornithology, arrived in Pictou on his way home from Labrador, where he had spent the summer studying bird life in its northern haunts. This account of his visit to Dr. McCulloch is taken from his diary.]

August 22. After attempting to beat our vessel into the harbour of Pictou, but without succeeding, we concluded that myself and party should be put on shore, and the *Ripley* should sail back to the Straits of Canseau, the wind and tide being favourable. We drank a parting glass to our wives and friends, and our excellent little captain took us to the shore, whilst the vessel stood up to the wind, with all sails set, waiting for the captain.

We happened to land on an island called Ruy's (Roy's) Island, where, fortunately for us, we met some men making hay. Two of them agreed to carry our trunks and two of our party to Pictou for two dollars. Our effects were put in a boat in a trice, and we shook hands heartily with the captain, towards whom we all now feel much real attachment, and after mutual adieus, and good wishes for the completion of our respective journeys, we parted, giving each other three most hearty cheers.

We were now, thank God, positively on the main shore of our native land; and after four days' confinement in our berths, and sea-sickness, and the sea and vessel, and all their smells and discomforts, we were so refreshed, that the thought of walking nine miles seemed nothing more than figuring through a single quadrille. The air felt uncommonly warm, and the country, compared with those we had so lately left, appeared perfectly beautiful, and we inhaled the fragrance of the new-mown grass, as if nothing sweeter existed. Even the music of crickets was delightful to my ears, for no such insect is to be found either at Labrador or Newfoundland. The voice of a blue jay sounded melody to me, and the sight of a humming-bird quite filled my mind with delight.

We were conveyed to the main, only a very short distance, Ingalls and Coolidge remaining in the boat; and the rest took the road, along which we moved as lightly as if boys just released from school. The road was good, or seemed to be so; the woods were tall timber, and the air, which circulated freely, was all perfume; and every plant we saw brought to mind some portion

of the United States, and we all felt quite happy. Now and then as we crossed a hill, and cast our eyes back on the sea, we saw our beautiful vessel sailing freely before the wind, and as she diminished towards the horizon, she at last appeared like a white speck, or an eagle floating in the air, and we wished our captain a most safe voyage to Quoddy.

We reached the shore opposite Pictou in two and a half hours, and lay down on the grass to await the arrival of the boat, and gaze on the scenery around us. A number of American vessels lay in the harbour loading with coal. The village located at the bottom of a fine bay on the north-west side looked well, although small. Three churches appeared above the rest of the buildings, all of wood, and several vessels were building on the stocks.

The whole country seemed to be in a high state of cultivation and looked well. The population is about two thousand. Our boat came, and we crossed the bay, and put up at the Royal Oak, the best hotel in the place, where we obtained an excellent supper. The very treading of a carpeted floor was comfortable. In the evening we called on Professor McCulloch, who received us kindly, gave us a glass of wine, and showed us his collection of well-preserved birds and other things, and invited us to breakfast to-morrow at eight o'clock, when we are further to inspect his curiosities. The professor's mansion is a quarter of a mile from the town, and looks much like a small English villa.

August 23. We has an excellent Scotch breakfast at the professor's this morning, and his family, consisting of wife, four sons and daughters, and a wife's sister, were all present. The more I saw and talked with the professor, the more I was pleased with him. I showed him a few of my Labrador drawings, after which we marched in a body to the university, and again examined his fine collection. I found there half a dozen specimens of birds, which I longed for, and said so, and he offered them to me with so much apparent good will, that I took them and thanked him. He then asked me to look around and see if there were any other objects I would like to have. He offered me all his fresh-water shells, and such minerals as we might choose, and I took a few specimens of iron and copper. He asked me what I thought of his collection, and I gave him my answer in writing, adding F. R. S. to my name, and telling him that I wished it might prove useful to him. I am much surprised that his valuable collection had not been purchased by the Governor of the province, to whom he offered it for five hundred pounds. I think it worth a thousand pounds.

On our return to the hotel we were met by Mr. Blanchard, the deputy consul for the United States, an agreeable man, who offered frankly to do anything in his power to make our visit fruitful and pleasant. 'Time up', and the coach almost ready, our bill was paid, our birds packed, and I walked ahead about a mile out of town, with Mr. Blanchard, who spoke much of Eng-

land, and was acquainted with Mr. Adamson, and some other friends whom I knew at Newcastle-on-Tyne.

The coach came up, I shook hands with Mr. Blanchard, jumped in, and away we went for Truro, distant forty miles. The rain began to fall, and the wind to blow from the east, a good wind for the *Ripley*, and on we rolled on as good a road as any in England, were it only a little broader. We now passed through a fine tract of country, well wooded, well cultivated, and a wonderful relief to our fatigued eyes, which had so long been seeing only desolate regions, snow, and tempestuous storms.

By four in the afternoon we were hungry, and stopped at a house to dine, and it now rained faster than before. Two ladies and the husband of one of them as I supposed, had arrived before us, in an open cart or Jersey waggon; and I, with all the gallantry belonging to my nature, offered to exchange vehicles with them, which they readily accepted, but without expressing any thanks in return. After dinner Shattuck, Ingalls, and myself jumped into the open thing; I was seated by the side of my so-so Irish dame, and our horse moved off at a very good speed.

Our exchange soon proved an excellent one, for the weather cleared up, and we saw the country much better than we could have done in the coach, where there were so many passengers that we should have been squeezed together closely. Directly Professor McCulloch came up with us, and told us he would see us to-morrow at Truro. Towards sunset we arrived in sight of this pretty, loosely-built village, near the headwaters of the Bay of Fundy. The view filled me with delight, and the pleasure was deepened by the consciousness that my course was homeward and I was but a few days from the dearest being to me on earth.

We reached the tavern, which the hotel where we stopped was called, but as it could accommodate only three of us, we crossed the street to another house, where we ordered a substantial supper. Professor McCulloch came in, and introduced us to several members of the Assembly of this province.

We tried in vain to get a conveyance to take us to Halifax, distant sixty-four miles, in the morning, to avoid riding all night in the mail-coach, but could not succeed. Mr. McCulloch then took me to the residence of Samuel G. Archibald, Esq., Speaker of the Assembly, who received me most affably, and introduced me to his lady and handsome young daughter; the former wore a cap fashionable four years ago at home (England). I showed them a few drawings, and received a letter from the Speaker to the Chief Justice at Halifax, and bid them all good-night; and am now waiting the mail to resume my journey. Meanwhile let me say a few words on this little village. It is situated in the centre of a most beautiful valley of great extent, and under complete cultivation: looking westerly a broad sheet of water is seen, forming the head of the famous Bay of Fundy, and several brooks run through the valley emptying into it. The buildings,

although principally of wood, are good-looking, and as cleanly as any of our pretty New England villages, well painted, and green blinds. The general appearance of the people quite took me by surprise, being extremely genteel. The coach is at the door, the corner of my trunk is gasping to swallow this book, and I must put it in and be off.

THE SWALLOW SONG

[In Ancient Greece it was the custom for boys to celebrate the return of the swallow in the spring by going from door to door singing *The Swallow Song*.]

Come, come is the swallow,
With fair spring to follow.
She and fair weather
Are come along together.
White is her breast,
And black all the rest.

Roll us a cake
Out of the door
From your rich store
For the swallow's sake,—
And wine in a flasket
And cheese in a basket
And wheat-bread and rye,
These the swallow will not put by.

Will you give us or shall we go?
If you will, why rest you so;
But an if you shall say us nay
Then we will carry the door away,
Or the lintel above it, or easiest of all
Your wife within, for she is but small.
Give us our need
And take God speed.
Open door to the swallow then,
For we are children and not old men.

—Translated from the Greek.

ARTHUR WENTWORTH HAMILTON EATON,
M. A., D. C. L.

It is Nova Scotia's misfortune that most of her famous sons, drawn to larger centres, leave her to make their homes in other parts. It is a tribute to the charm of her sea-girt frontiers that few forget her. None has been more constant in his regard for his homeland than Dr. Arthur W. H. Eaton, a distinguished litterateur whose home for more than half a century has been in the Eastern States. The *Journal* is publishing in this issue one of Dr. Eaton's recent poems, hitherto unpublished, and, with the author's permission, will print others in succeeding issues.

Dr. Eaton was born in Kentville and there he spent his early youth. No part of the province can surpass in beauty and historic interest the wide-reaching farm-lands of the Acadian Country. Bliss Carman, a visitor, found inspiration there and it is not strange that Dr. Eaton, steeped from youth in the tranquil beauties of the country, should carry with him to the United States an abiding interest in the land of his birth.

He graduated from Harvard in 1880 and was afterwards ordained a priest in the Protestant Episcopal Church of the United States. For more than 20 years he lived in New York, engaged in preparing students in English for the leading Eastern Universities. In 1889 he published *Acadian Legends and Lyrics*, the first of several volumes of verse. In the years that followed he turned his attention to studies in history and genealogy, many of which bore directly or indirectly on Nova Scotia. The passage of time had obscured the New England origins of Loyalist and pre-Loyalist families and Dr. Eaton's extensive work has done much to throw light on the early settlement of Nova Scotia and to relate many of the old Nova Scotian families to their origins in New England.

It is possible to mention here only a few of his writings. Probably the best known to Nova Scotians are *History of Kings County* and *Acadian Ballads and Lyrics in Many Moods*. His works on Nova Scotian history include a history of the Church of England in Nova Scotia, an account of the New England settlers in Halifax, and many monographs on various phases of local history. An unpublished *History of Colchester County* is preserved in manuscript in the Nova Scotia Archives.

Dr. Eaton has been described as the most versatile literary man Nova Scotia has produced since Judge Haliburton. Many of his poems appear in well known anthologies; his works on history and genealogy are mines of information the result of much arduous labour; besides, he is the author of various text-books and theological treatises. It is significant for Nova Scotians that practically all of his works either deal directly with Nova Scotian subjects or show unmistakeable evidence of the author's deep attachment to his early home.

GARDENS OF ACADIE

When life has come to the branches brown
Of the oaks and the elms in the forest bare,
And the smell of spring steals into the town
And sends sweet thrills through the languid air;

When lilacs bud in their fragrant way,
And lawns breed delicate crocus blooms,
And the sun grows stronger day by day,
And Mother Earth forgets her glooms,

I think of the paths I used to tread
In the fields and the woods right joyously
And the branching boughs that overhead
Laughed me their love, in Acadie;

But most I think of the gardens gay
That I used to pass in my daily walks,
Where tulips tall in their fine array
Claimed fealty from flowers on lowlier stalks;

And gorgeous lilies that held their heads
High 'mongst the host of humbler blooms
Looked in the box-rimmed garden beds
Like princely dwellers in rustic rooms.

I think of the roses white and red,
Of soft blush-pink, and of yellow pale,
With their honeyed hearts where daily fed
Winged bees in their flight from down and dale;

And of one of these gardens, that was my own,
I feel the entrancing influence still,
Though many a strange, mixed year has flown
Since that garden set my soul athrill,

And I echo in love the loyal thought
Of the poet who said in his quaint Manx way,
"My garden's a lovesome thing, God wot,"
And who felt that God walked there each day.

In my own dear garden one rose grew
That has held my heart in especial thrall
Through sorrow and joy, my whole life through,
And I hope that if ever God shall call

Me up in His love to a higher sphere
He will give me that heavenly rose again,
For it lives in my life almost as dear
As the best of the loves I have had with men.

Ay, I feel that no world can be complete
Where beautiful gardens shall not be,
And where glorious colour shall not greet
Our eyes as of old in Acadie.

For colour has always been my lure
To the beauty that dwells in righteousness,
And the flowers God gives have kept me sure
That He loves all kinds of loveliness.

So I hold that these gardens that used to be
So dear to my heart in my long past youth
In my beautiful home in Acadie
Were sanctuaries of the holiest truth,

And shrines where I saw the actual face
Of God with no darkening veil before,
And where I gained knowledge of His grace
That will stay with my soul forever more.

—Arthur W. H. Eaton.

BRAHMAN WINE

There was a race called Brahman who lived among the Indians, and prided themselves on being more noble in birth and more blameless in heart than the common people. And one day the chief of the Brahmans was about to become a hundred years of age, and the Brahmans consulted together, as the day was approaching, to consider the best means of honouring their great man, who in their eyes was the best and wisest of mankind. And they resolved to make a great feast, and present him with a large cask of sacred wine; but thinking that it would seem a more friendly and acceptable gift if each man had a share in it, they determined that they would set up a great cask in their chief's house, into which each man separately was to empty his bottle of the sacred wine; and thus that the cask should be filled with the best that each had to offer. So the day came, and each Brahman brought his bottle and poured it into the cask one by one, the head of the cask being bored so as to receive it. And when the cask was full the feast was celebrated and the Brahman chief sent a bottle to be filled from the cask, which was to be drunk at the feast. And when the bottle was opened it was water and not wine; for each Brahman had thought if he alone gave water he should not be discovered.

THE HERITAGE OF THE MARITIMES

D. C. Harvey, Provincial Archivist

As a repatriated Maritimer with happy experience in Western Canada, I have during the last, three years as Archivist for Nova Scotia, been digging around the roots of Maritime character and institutions, in an effort to understand their origin and significance; and, tonight, in the few minutes at my disposal, I am going to offer some tentative conclusions as to the heritage of the Maritimes. These conclusions must be very general, may be very obvious, but I hope not too vague or obscure. In any event, I shall start clearly by distinguishing between the heritage from nature, i. e., the land and the people, and from nurture, i. e., the social organization and culture.

Once upon a time I had to explain to the socially curious wife of an Oxford don that Prince Edward Island, even though part of Canada, was still called an island, because it is always surrounded by water, and that Cape Breton was a salt lake surrounded by land and re-encircled by the sea. Nova Scotia, too, is almost an island, being separated from New Brunswick by two small tidal rivers and a short portage. Even New Brunswick is washed on three sides by salt water, and the shores of all these provinces are so indented as to multiply the coast-line many times, and to enable their inhabitants to live either beside the sea or within easy reach of salt water or a tidal stream.

The most conspicuous heritage, therefore, of the Maritime Provinces, that which has given them their name and unique character, is the all-pervading presence of the sea; hence their love of the sea, their early dependence upon it for much of their livelihood, their conscious kinship with the British Isles during the last century, and their reluctance to substitute the indirect Canadian connection for their earlier direct contacts with Imperial Britain. Though this love of the sea is as natural to the Maritimer as the air he breathes, he himself, with few exceptions, does not give it literary expression. It devolved, therefore, upon an Upper Canadian, the late Dr. MacMechan, an adopted son, scrutinizing his heritage, to discover this open secret and to reveal it in prose and verse. He, in turn, but verified a prophecy of that gifted Irish-Canadian, Thomas D'Arcy McGee, who, in advocating confederation, told his fellow-Canadians that in uniting with the Maritimes they were about to recover one of their lost senses—the sense that comprehends the sea. This, then, is the first heritage of the Maritimes and their first contribution to the Dominion. It was seen in the primary interest of Europeans in our fisheries, which coloured all our early history, in the privateering industry of the Napoleonic wars and the War of 1812, in the struggle with the United States for control of the West India trade, in the ship-building industry which dominated our golden age; and it still lives in countless families whose homes

contain mementoes of ships and men who roamed the seven seas and brought home mementoes of their distant voyages. It lives today in the hearts of many a retired sea-captain in the Canadian West who contemplates ruefully the "prairie schooner" and swaps stories in the *Cutty Sark Club* of Winnipeg. Its power in transforming the lives of men may be studied with profit in the story of Lunenburg, Nova Scotia, where a community of land-loving immigrants from Hanover have in less than two centuries become the finest deep-sea fishermen on the North Atlantic.

The biological heritage of the Maritimes prior to this century was such as to cheer the most fanatical of Nordics. The foundation stock, whether Acadian, English, German, New England, Loyalist, Scottish or Irish was to the scientist all of one race, differentiated only superficially by historical experience. On biological grounds they were all susceptible of fusion into one homogeneous people. But history has not verified the hypothesis of the melting-pot, even in the Maritimes, where no racial or colour barrier to intermarriage exists. Generally speaking, Acadian, American, Scottish and Irish have intermarried within their own groups, and the unity that exists is political and geographical rather than biological. Though all have developed a strong local patriotism and are willing to cooperate with lesser breeds for the common provincial good, each group still keeps alive in national societies or conventions, that meet periodically, the modest conviction that it comprises the pick of God's chosen people. But this is a harmless diversion which, like the Maritime Clubs in central and western Canada, affords an opportunity for sublimating the casual instinct that a good man is a matter of geography. The people of the Maritimes, therefore, are imperial in race though provincial in politics, and clannish in religion and society.

Organized society as transmitted to Maritimers of today dates from the 18th century, and in its origins naturally embodied the class distinctions of that period. These were most pronounced in the respective capitals, but, through the system of land tenure and local government, appeared also in the rural communities. In the capital of each province an aristocratic official coterie paid court to the governor or representative of the Crown. This coterie included the officials of government, the military and naval officers, the judges and leading lawyers, the bishop or higher clergy and the more prominent merchants. The remainder of the citizens of the capital, and practically all of the rural communities, were looked upon with good humoured tolerance unless they attempted to break into these exclusive circles. The government itself was paternal in character, the governor and his council being regarded as the custodians of the Royal prerogative, and the assembly as a necessary agency for giving information as to the needs of the people and for voting supplies supplementary to the Imperial parliamentary grant. This coterie and this government were willing to patronize literature and

art, and even agriculture, but it thought in terms of peasant and proprietor and of perpetual class distinctions.

Now it is the glory of the Maritimers that they were able to refashion this political and social organization so as to democratize it in the direction of a career open to talent without reducing all to a low level of uniformity. In other words, the maritime social and political heritage is one of open antagonism to monopoly and privilege *per se*, coupled with profound respect for social distinctions founded on merit and justice. They delight to honor their governor, premier, chief justice or bishop, because he has risen to eminence through merit rather than favour, and can be replaced by a better man if he prove unworthy. Or again, this heritage of the Maritimes is that of equal rights to unequal things and a faith that the fault is in themselves, not in their stars, if they cannot become a governor, premier, judge or bishop; and it is interesting to note how all the national groups within the three provinces have found worthy representatives in all important positions; one Acadian has been premier of New Brunswick, another of Prince Edward Island, and the present premier of Nova Scotia derives from both Acadian and Scottish ancestry. This could be illustrated at length, but I have time only to note in passing that, of the four prime ministers that the Maritimes have given to Canada, three, Sir Charles Tupper, Sir Robert Borden, and Right Honourable R. B. Bennett bear pre-Loyalist New England names, while the fourth, Sir John Thompson, was a Nova Scotian Scot.

The fourth aspect of our Maritime heritage that I must not ignore is our respect for education. A respect for manners and the code of a gentleman came into the Maritimes like the common law of England, and like it, was preserved until modified by local legislation. The early official classes found ways and means of inculcating their principles into their own children, but were content to leave the masses in ignorance. The pre-Loyalists did not have many private schools and the Loyalist college at Windsor did not serve a large constituency. Nowhere in the Maritime provinces prior to the 19th century was there any marked concern for popular education; but in all these provinces, with the new century, there was a change of heart, and for the next fifty years, when competition was rife between the principles of public and private schools, denominational and secular education, between the principles of subscription and assessment, the desirability and necessity of education were thoroughly debated, and gradually its fruits were gathered and the Maritimes began to build up the tradition of being an exporter of educational and professional men to the United States and Western Canada; and these distinguished Maritimers abroad were held up to the younger generation for inspiration and encouragement. I cannot pause to illustrate, but it is a fact that every Maritime province can point to a long list of men who have been educated here for eminent positions elsewhere. This is a source of legitimate pride, and is a

valuable legacy unless the small potatoes or the windfalls only are kept at home. Curiously enough, these were produced in adverse circumstances without elaborate equipment, and to this day the Maritimes are very reluctant to provide their school children with aesthetic surroundings. But though they insist that the scholar must ever scorn delights and live laborious days, they still have faith that the stream has not run dry; and, like a mother sending her sons to war, they are reconciled to their own loss, if these sons can build up their own careers in helping to build up Canada as a whole.

To sum up what has necessarily been a summary treatment of a great subject, it may be said that the youth of the Maritimes have an ennobling heritage to preserve and improve. They have a sea-girt land of varied resources, upon which their ancestors labored hard to transmit to them the means of livelihood, habits of industry and a sense of the beautiful. In entering into this heritage, they must beware of losing those habits of industry and of regarding natural beauty as something of value only to tourists. They come of a people who had founded and lost an empire on this continent, but whose civilization, in a modified form, has been carried by their immediate ancestors from the Atlantic to the Pacific. It is theirs to enrich this civilization for their own posterity. They have inherited an instinct of government, not as a sacrosanct thing imposed from without, but as "a contrivance of human wisdom to provide for human wants",—a contrivance that their ancestors moulded at need, a contrivance that this generation also may adapt to its own circumstances. They have inherited a respect for education and a belief in their intellectual pre-eminence, and though the latter may at the moment be matter of doubt, it may be re-established, if they are willing to pay the price, in the currency of rigorous self-denial and self-discipline. They have inherited the practice of religious tolerance from a century of spiritual wrestling that has taught them effectively the futility of religious strife. They have inherited in a special sense the sympathy, understanding and goodwill of their American neighbours, whose ancestors were once the guardians of the Maritimes for the British Empire, and laid the foundations of British civilization here. In an especial sense Maritimer and New Englander have been able to maintain friendly intercourse, combined with mutual respect for national boundaries, and, while keeping their line-fences in repair, like good neighbours, they have left stiles open at frequent intervals for the friendly interchange of culture and hospitality. Lastly, the youth of the Maritimes have a great heritage of history, more than three centuries of romantic and utilitarian endeavour as inspiring as it is interesting. The value of this heritage has too long been diminished by a tendency to concentrate upon romantic episodes to the neglect of the great social, economic and political experiments that have been made in these provinces. Only by a careful investigation of these social, economic and political experiments can the Maritimer understand and enter into his heritage.

—By kind permission of the *Dalhousie Review*.

RAPPROCHEMENT OF GENERAL AND TECHNICAL EDUCATION

Dr. F. H. Sexton in *Technique*

During the early years of this century, when the long campaign was being conducted in this country for the establishment of technical education in accordance with the practice in the leading countries of Europe, the champions of the innovation were not those who held the reins of authority in the educational activities of the cities and provinces of the Dominion. The leaders in the agitation were outstanding men who either represented manufacturing interests or belonged to the group of organized labour. The main arguments for technical education were based on economic reasons. Our workers lacked scientific training and hence were inefficient in carrying out the complex processes which were being introduced into industry. Our businesses, even when bolstered with a fairly high protective tariff, could not compete with those in Europe where all the workers were trained and made skilful in splendid technical schools. Canada could hope to export only raw products to other countries, since her manufactured goods could not be made up to the standard of perfection and down to the low cost which were the rule in Germany, France, and England. These countries had demonstrated the national economic efficiency of technical education for all their wage-earners. These arguments won strong public approval, and finally the Dominion Government in 1910 appointed a Royal Commission on Industrial Training and Technical Education. Only one of the seven members could be said to represent general education, and the common attitude of the leaders in this field was the acceptance of the opinion that technical training was needed in the nation for economic reasons. They thought it might be added to the school system if it did not upset the regular academic courses.

When the actual development of vocational schools throughout the Dominion took place there was a distinct strain in many instances between the people responsible for the new enterprise and those in charge of the older order of education. The objectives of the two sections were clearly distinct; the one, practical; the other, cultural. These were emphasized over and over until it was felt that a real schism existed between the two instead of a recognition that each was striving toward the same goal, namely, to prepare young people for citizenship and the good life. As the splendid new technical and commercial high schools were erected there was often exhibited a feeling of envy and a practice of sharp criticism by those responsible for the conduct of the older academic institutions. The formulators of the new programs of instruction were not without fault and were prone to emphasize both the practical content and the wage-earning value of the courses which they formulated. They stressed the necessity of securing instruc-

tors who had demonstrated their ability to earn their living in business and industry for a term of years, and they were not as deeply concerned with proved teaching ability and normal training. There was a tendency to prune from general instruction many of those features which had been held there by tradition for their cultural influence, and to mould the courses severely to the actual demands of business and industry on its workers. Even in composite high schools which contained departments of academic preparation, commerce, and industrial training in one building, there were often feelings of rivalry and jealousy among the two factions.

In the years that have passed there has been a continuous rapprochement of general and technical education in which each has moved along from its former position toward a common ground and unity. Each has been compelled to modify its objectives and methods by reason of the swift changes that have been taking place in social and economic life. Influences have been at work which are bringing them together into a unity and harmony which are wholly desirable.

During the last two decades there has been an enormous amount of scientific research in the realm of general education. This has been applied broadly and intensively to the mental development of children and to methods of learning. Through results obtained we have been able to test the value of our teaching at most stages and get facts to show whether or not we are securing from the process of education the effects that we desired. The new knowledge we have obtained has enabled us to loosen the grip which tradition has held on the school courses and to modify these to meet the need of preparing young people for the changing world. It is true that education has not yet caught up with the kaleidoscopic patterns of the society and industry of today, but we have gained the knowledge of how to accomplish our aims and we are striving to bring about the necessary changes in our schools. It is interesting to consider some of the more notable modifications that have been effected by leading educators in the last few years.

Perhaps the most basic change in general education has been the recognition that the school itself should be brought to resemble actual life as closely as possible. Instead of being a place where young people are closely confined under strict discipline to the memorization of facts from books, it has become a place where study and recitation alternate with play and work. The program calls for bustling activity as well as for quiet and order. Instead of being a disagreeable place, the school has changed to a centre of interest and joy. From top to bottom the courses have been recast to keep step with the regular development of the child's mind. The text books have been made especially attractive in content and illustrations to hold the pupil's interest. History has been made a series of stories in the lower grades. Geography has been built around the life of the locality at the

start and then made to radiate out into the big world in those directions in which the locality is connected with the outside. The attempt is made to carry out education as a natural, joyful, and purposeful process.

All the matter included in the courses has been carefully examined to see if it stands the test of according with life situations. This means that modern life has been analyzed, and the kinds of knowledge and abilities which are used from day to day have been ascertained. Those portions of old courses of study which had been held in the school for years by the tradition that they had been found valuable in the past have been scrutinized carefully and have been discarded if they are not useful in present day living. Subjects and methods which were justified on the basis of mental discipline alone have been eliminated. Such treatment of the curriculum is exactly in line with the methods used in making up the technical courses, and is entirely practical, as practical as anything could be. The teachers of industrial and commercial subjects knew just what was required on the job and they proceeded to teach their pupils exactly what was necessary. We can, therefore, conclude that the motives and aims of the people who drew up the courses for general education and of those who drafted the outlines for technical training were fundamentally the same.

The subjects which go to make up the public school course have all been thoroughly overhauled in order to bring the matter into line with the requirements of modern everyday life. There is so much information of every kind available today that the school has to select most carefully only that which is most useful to the greatest number. It is not to be inferred that the school curriculum is built up with the single idea of making graduates good wage-earners, for this is only one of several aims of general education. The training attempts to develop the whole power of each individual physically, mentally, and morally, so that he will be able to take his proper place in society and to find the good life for himself.

Spelling has been subjected to scientific research and has been built up on a rational basis. Word lists prepared for the text books have been restricted to the words that are most commonly used by most people. Even the number of words that the ordinary person used to express his thoughts has been determined. This investigation has been carried out in Canada as well as in other countries, because we have national peculiarities in our speech and writing as in many other ways of life. Not only the highest forms of literature were included in this prolonged research, but newspapers, parliamentary debates, magazines, business letters, and all forms of current expressions. Now there are text books available in which the words are carefully graded according to the understanding of the growing child and limited to the number which are most commonly used. No longer do the texts include unusual and tricky words that used to be the

despair of pupils of previous generations. This improvement has saved weeks and months in the school course which can be given more advantageously to other subjects.

In the same manner the good old subject of arithmetic has been thoroughly changed for the better. It has been found that the common citizen does not have to solve many complicated problems in the run of his daily life. The measuring rule of the skilled mechanic is divided into eighths and sixteenths of an inch. He never has to make calculations which involve fractions with denominators of eleven, thirteen, and prime numbers of this kind. Tricky and involved operations of this nature have been cast out of the latest texts, and the old idea that the ability to solve mental puzzles in arithmetic was an indication of superior intelligence or a measure of probable business success has been left behind. Psychology has determined exactly at what ages the normal child is able to comprehend different mathematical processes, and the instruction is planned accordingly. Other far-reaching improvements in the teaching of arithmetic have been brought about by the application of science to this subject, with a consequent saving of time to the pupil and an increase in efficiency to meet the demands of real life.

Other subjects of the general education course have been investigated and changed, with the controlling purpose that of harmonizing them with life situations. The motives for these improvements, the methods of analysis, and the development and prescription for the school courses have come to be significantly similar in both general and technical education. In this respect at least, they are proceeding along the same lines.

Another striking development during the last few years has been the establishment of pre-vocational or semi-vocational courses in the public school grades of VII, VIII, and IX. This has been, perhaps, the most significant advance in general education during the last fifteen years. The reasons for this are well known. Pupils who had entered the age of adolescence were leaving school in large numbers from Grade VII onward. Many of them were not interested in scholastic training but planned to go into trades and business rather than proceed to high school and college. They desired activity of some practical value, such as shop work, elementary commercial training, or household arts, instead of instruction solely from books. They were eager to try out some kinds of practical work in order to decide, if possible, the vocations for which they were best fitted. They had not had education enough to enter the technical courses in the high school.

So the junior high school was set up in towns and cities, and proved to be a great success. It kept the boys and girls in school longer and made them much more competent to meet the demands of business and industry if they did leave school when they were fifteen or sixteen years old. The shops did not attempt to teach them trades, but gave them a wide acquaintance with a number

of simple trade operations so that they could find out in a measure what work they might engage in with success, or what technical course they should follow in high school. These pre-vocational courses proved to be a great boon to secondary vocational education and provided the missing link between general and technical training which had so long been missing. This innovation did an immense amount of good in unifying and harmonizing the two branches.

Not all the movement, however, has been from general toward technical education. When the latter was first organized there was a tendency to formulate the courses with an over emphasis on the practical side. The proportion of the school time which was given to shopwork had a tendency to be too-generous. The problems in mathematics were often limited as closely as possible to those directly associated with the vocation. The course in English strongly stressed those features which were used in business and technical writing. General history was sometimes sacrificed to industrial history and labour problems. These defects were gradually rectified, however, and the best technical schools have come to a position where there is a reasonable balance between cultural and practical objectives for all the students. Now that industry is shortening the working week and giving wage-earners a great deal more leisure, the technical courses will have to be greatly broadened to prepare students for the worthy use of this spare time.

At present the trends in education indicate further unity and harmony in methods and objectives of both general and technical education. The demands on the public school have broadened until they include responsibilities that were not even contemplated a generation ago. Each child must be treated as a separate individual and developed as far as possible to his full breadth and depth. Not only must he be given a good general education, but he must be given the training which will enable him to start competently in practical life, whether he enters a trade or profession. It is necessary to give him counsel and guidance to help him select the calling for which he is best fitted. He should also be helped to find a job when he leaves school and helped to make the proper adjustments so that he can successfully earn a living. The school must prepare him for work and leisure and good citizenship. Such objectives can be reached only when the educational system provides a track with different branches for those with differing tastes and abilities to follow. It requires the highest and closest co-operation of all departments and all teachers to bring about the full flowering of all the abilities of the many students for service and enjoyment in the world that is opening before us. It is a great satisfaction, therefore, to realize that those engaged in general education have locked hands with those who are carrying on technical training and have set their faces toward the common goal.

COST OF EDUCATION

A series of bulletins on the cost of Education in Canada is being prepared by the Dominion Bureau of Statistics at Ottawa. The first has just been published under the title of *Expenditure for Schools as a Factor in the Cost of Raising the Canadian Child*. In a prefatory note, the Dominion Statistician, Mr. Coats explains the purpose of the investigation:

In recent years expenditures of all kinds, public and private, have come in for close scrutiny, and expenditures for education have been no exception. Intelligent consideration of educational expenditures, however, is frequently hampered by a lack of comprehensive facts to use as standards in measuring the propriety or adequacy of school support. The series of bulletins, of which this is the first, is designed to help in meeting this difficulty, by giving a comprehensive grasp of some of these fundamentals,—by showing in context, so to speak, the provision of schools and colleges as an economic activity.

In the seven Canadian provinces for which a record of the ages and school grades of children is available, it can be shown that the average child completes more than eight years, or grades, of school work. Two-thirds of all children go as far as the final year of the elementary school, about half do some high school work, one-fifth or more reach the final or matriculation year, more than one-tenth continue to a professional school or university, and about three per hundred get as far as a university degree. Although the number of girls and boys at the outset is about equal, girls in school are considerably more numerous than boys from the fifth or sixth grade right up to normal school or university entrance, when the proportions are reversed. Consequently, the average girl when leaving school is about half a year's work in advance of the average boy.

The Cost of a Child's Schooling

Knowing thus the extent of the average child's schooling, it is comparatively easy to show the cost. The cost of providing a year's school training varies according to the degree of advancement of the child, but sufficient statistical data exist to make an approximate calculation of the cost of a year in elementary grades, secondary grades, and university years respectively. The current cost of operating the Ontario elementary schools (average over the last five years, on the basis of average daily attendance) has been \$66 per pupil per annum, as compared with \$137 in the secondary schools. In making a similar calculation for Manitoba Mr. Andrew Moore's figures show a five-year average cost of \$59

for elementary pupils, and \$108 for secondary, on the basis of the total year's enrolment. Saskatchewan secondary schools in the last five years show an expenditure of \$119 per pupil of the yearly enrolment, while the corresponding elementary schools show \$59. The correspondence between the Saskatchewan and Manitoba costs is thus very close, and if they were based on average daily attendance as the Ontario figures are, or vice versa, the three would differ very little. Apart from these three provinces there are no complete records published except for a few cities. But because of the similarity in the provinces examined, and the observable tendency for school costs to be much the same in Alberta and British Columbia, but to be somewhat lower in the provinces east of Ontario, it must be very near the facts to say that the cost per pupil of the average day's attendance in the elementary grades is \$60-\$70, in the secondary grades \$120-\$140.

Attention is drawn to the cost per pupil of the average day's attendance rather than per pupil who attended school at any time during the year, for it is the former number rather than the latter who complete a full grade or year of work in a school year. And it is the cost of completing a year's work that we need to decide, for we know, from the opening paragraph above, the number of years' work that a child completes.

Without taking account of board, lodging and other personal expenses, the annual cost of a student to a Canadian university is shown, in the *Annual Survey of Education in Canada, 1930*, to be between \$500 and \$600. In view of the many activities of universities in addition to the instruction of regular students it is probably not necessary to add anything to this sum to obtain a fair figure per student completing a year's work in an academic year. If we use the figure \$550, the cost of a university year is about four times the cost of a secondary year, which in turn is roughly double the cost of an elementary year.

On this basis the cost of a formal education that lasts until university graduation is about \$3,200,—i. e. the cost to the school and university only, and not including the student's ordinary cost of living at any time. On the same basis, the cost to the community of a schooling that ends with a complete high school training is about \$1,050, and the cost of a full elementary schooling is roughly \$500.

Using the table of school survival in the *Annual Survey of Education* to which reference was made above, the entire expenditure on schools and universities is found to be \$690 per child. To obtain the complete cost, something should be added to this to include the education costs met directly by the parents, such as books and other school equipment, and any private tuition that the child receives. Such a figure has to be chosen more or less arbitrarily, but \$50 or \$60 would probably be a sufficient allowance, and it could accordingly be said that the cost of the Canadian child's schooling, in round numbers, is \$750.

Having found the amount spent on providing schools, it will be of interest to calculate, and place alongside of this amount, the other expenditures involved in raising a child. All of these other major items are met directly out of the family purse, and not via the road of taxes and the public treasury as is the cost of education, and the approach to them is most readily made by a study of family budgets and related data.

But the first question to be settled is: How long a period of dependence is involved in raising a child? Or, at what age does the average child become self supporting? The census of 1931 suggests the answer. It shows that there were 294,457 young people under the age of 20 working for wages, and their aggregate earnings of the year were \$100,457,300. A further 164,877 were working, but not for a settled wage, as is commonly the case with farmers' sons. If it be allowed that their earnings were equivalent to the earnings of those who were working for a definite wage, the total earnings of the year for everyone under the age of 20 who was gainfully employed were \$156,706,900. This sum may also be considered to approximate the accumulated earnings of the group who became 19 years of age two or three years later, on the condition that the rate of earnings remained the same as in 1930-31, since the number at each single year of age does not differ greatly. Thus \$156,706,900 represents the accumulated earnings of about 206,000 young people of age 19; the average boy or girl at age 19 has earned \$760.

When speaking of age 19 we mean all those who are in their twentieth year, their average age being 19 years and 6 months. In order to know the total earnings when the age of 20 is reached, it is necessary to add something for the last six months. As the average annual earnings per person at ages 18 and 19 was \$237, and at ages 20-24 was \$396, the earnings of the 6 months in question would be about \$145, and the average total at the end of the teens would accordingly be \$905.

How many years of self support has the \$905 provided? It would allow \$38 per month for two years. If we allow that they are independent on \$38 per month, then their dependency ends with their eighteenth year. To place the period of dependence at 18 years is obviously being conservative.

The next question to be answered is: What does it cost the parents to raise a child to the age of 18?

Cost of Food

Probably the most convenient way of calculating the cost of food that a child consumes in 18 years, will be by using the family budget compiled by the Department of Labour and Dominion Bureau of Statistics. Here it will be found that a family budget of staple foods, in the year preceding the date of 1931 census, cost about \$505. Allowing five members to this family, two adults and three children, we can find what the annual consumption of

a child is worth, providing we know what proportion the value of a child's diet bears to that of an adult's. There have been some careful calculations of these ratios made for the United States, and there is no apparent reason why they should not be applicable to Canada.

A bulletin of the United States Bureau of Labor [Statistics, based on an investigation of over 12,000 families, shows the values of food consumption for different ages to compare as follows:

Adult male	\$1.00
Adult female . . . . .	.90
Child, 11-14 years . . . . .	.90
Child, 7-10 years . . . . .	.75
Child, 4-6 years . . . . .	.40
Child, 3 years or under . . . . .	.15

Using these ratios, and the ages of children under 18 as shown by the census of 1931, it can be found that the family of five, when eating \$506 worth of food is consuming the equivalent of 3.8 adult male units. Thus one adult male unit is worth \$134, and since 11.25 units are required to feed the child to the age of 18, the cost of his food for 18 years, on the basis of 1930-31 prices, is \$1,508.

Dr. Graham Lusk, in his book, *The Fundamental Basis of Nutrition*, gives a somewhat different table of ratios for consumption of children at varying ages, on the basis of which the Canadian child in 18 years would consume 12.68 adult male units, worth \$126 each, or a total of \$1,598. For our purposes it can not be far from the truth to take a figure half way between these two, say \$1,550.

Cost of Clothing

The budget in *Prices and Price Indexes*, used for the calculation of food costs, does not contain a record of clothing costs. The study of budgets of civil servants' families in the same report, however, shows for the year an average expenditure on clothing amounting to \$52.24 for the first child and \$35.33 for the second child, in four-person families. If the \$52.24 could be taken as an average for the older children, and the \$35.33 for the younger children, the expenditure in 18 years would be \$788.

For the purpose of measuring the change in the cost of living in working men's families in Canada, the Department of Labour prepares an index, in which clothing is given a weight of 18.5 p. c. as compared with a weight of 35 p. c. for food. If this ratio were used in the case of children alone, in conjunction with the figure of \$1,550 for food, the cost of clothing in 18 years would be \$820.

On the basis of this, and other evidence that might be set down, it seems safe to say that, on the basis of 1930-31 prices, the cost of clothing for the 18 years of dependence would be in the neighbourhood of \$800.

Cost of Shelter

The expenditure on rent, fuel, and light shown in the family budget in *Prices and Price Indexes*, for the year preceding the date of the census, is almost identical with the amount allowed for food,—\$503 as compared with \$505. On this basis, the cost of these items to the family would be \$9,054 in 18 years.

What proportion of this cost should be charged to each child, it is difficult to decide. When one looks for guidance to a table which shows the amount of rent paid by families of different sizes, he sees that families without children pay the highest rents, and that the more children there are in a family the lower is the rent. But it does not follow that children are an asset offsetting the cost of rent, or that no rent is chargeable to them. Perhaps a reasonable, if arbitrary, way of calculating the rent, light, and heat costs chargeable to a child is to allocate to it one-sixth of the amount paid in 18 years by the family of five. This would amount to \$1,509.

Under the heading of shelter an entry should also be made for the cost of furniture and household equipment used by the child. The study of civil servants' budgets, to which reference has already been made, shows the year's expenditure under this heading for a four-person family to be \$78. In 18 years this would total up to \$1,404, and be mainly replacement costs. One-sixth of this charged to each child, which is probably a very conservative proportion, would be \$234. It might also be permissible to charge the child with a part of the cost of equipping the home when the parents first started to keep house, but against this there is the consideration that, if the child is charged with his share of replacement costs, the home is left equipped when he reaches the age of independence.

In addition to the cost of rent, fuel, light and furniture there are such items as laundry and cleaning supplies, domestic service, telephone, toiletries, etc., to be considered in connection with the housing of a child. Calculated in the same way as furniture costs, these amount to \$300 at least, per child, in 18 years.

Putting all of these items together, we have a total of \$2,043 in connection with housing or shelter during the period of the child's dependence.

Health, Recreational, and Social Costs

Using the expenditures of civil servants as the only available guide, the four-person family spends \$60 per year on medicine, hospital bills, doctors' and dentists' fees. A full fourth of this, it seems, should be charged to each child, as health expenditures for juveniles average quite as high as for the parents. In 18 years this would mean \$270. It is not unlikely that a further sum could fairly be added to this to cover medical and related charges at the time of the child's birth. In the families averaging \$60

per year, it is not stated what proportion of confinement cases are included.

Recreation charges include toys, sporting goods, vacations, frequently automobile buying and operating costs, theatres and other amusements. One-sixth of this charged to the child makes an accumulation of \$255 in 18 years. Dues for insurance, junior organizations, church, etc. would easily raise this to \$300, judging by the evidence available, making a total under this general heading of health, recreational, and social expenditures, of something like \$600.

The Cost of Schools vs. Other Expenditures on a Child

The only major item in connection with rearing a child that has not now been considered, is the value of the parents' services and sacrifices, especially the mother's. While it is not in any sense intended to overlook these, they must be passed over with the brief mention as they do not permit of measurement in dollars, for comparison with the other costs. Bringing together the costs under the several headings now, we have the following summary for the average Canadian child during its 18 years of dependence, on the basis of economic conditions in 1930-31:

Food.....	\$1,550
Clothing.....	800
Housing, and related costs.....	2,050
Health, recreational and social costs...	600
	<hr/>
Total without schooling.....	5,000
Schooling.....	750
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Total including schooling.....	5,750
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Since a very considerable proportion of the cost of schools is met out of property taxes, which in turn are in part covered by the rent charged against the child, it might be contended that there is some duplication between the costs shown for education and for shelter, but all of the estimates have probably been made on a basis conservative enough to make allowance for any duplication of this nature.

It is well worth while to reflect now on the proportions that exist between the cost of schooling and the other outlays involved in raising a child to maturity. Figures for the United States as well as for Canada go to show that barely 13 p. c. of the total is spent on formal school training. In other words, it costs no more to raise six children and give them an average schooling than to raise seven completely illiterate. More is spent on clothing a child than on sending it to school, twice as much is spent on nourishing it, and nearly three times as much on housing it. The

money devoted to its formal education can scarcely be considered a very formidable fraction of the total sum involved in bringing a child to the age of self support. It would, no doubt, seem smaller still if seen in comparison with the amount that it adds to the earning power of the child, and perhaps insignificant when considering the wider mental life that an education opens up to the individual. It is quite probable that the \$750 could be made to yield better returns in both of these respects than it does at present, and will be made to do so as educators further adjust present-day schools to these ends, but in the meantime it is difficult to regard the proportion of a child's cost going to its education as excessive.

THE SEASONS

Cleodamus and Myrson discuss the charms of the seasons, and give the palm to a southern spring.

Cleodamus. Which is the sweetest to thee, Myrson, spring, or winter or the late autumn or the summer; of which dost thou most desire the coming? Summer, when all are ended, the toils whereat we labour, or the sweet autumn, when hunger weighs lightest on men, or even idle winter, for even in winter many sit warm by the fire, and are lulled in rest and indolence. Or has beautiful spring more delight for thee? Say, which does thy heart choose? For our leisure lends us time to gossip.

Myrson. It beseems not mortals to judge the works of God; for sacred are all these things, and all are sweet, yet for thy sake I will speak out, Cleodamus, and declare what is sweeter to me than the rest. I would not have summer here, for the sun doth scorch me, and autumn I would not choose, for the ripe fruits breed disease. The ruinous winter, bearing snow and frost, I dread. But spring, the thrice desirable, be with me the whole year through, when there is neither frost, nor is the sun so heavy upon us. In springtime all is fruitful, all sweet things blossom in spring, and night and dawn are evenly meted to men.

—From the Greek of Bion.

NOVA SCOTIAN PLACE NAMES—XIII

[In the past two years the *Journal* has discussed the origins of place-names falling into three categories: those which perpetuate the memory of governors, administrators, generals and others who have served in the province; those derived from the original Indian names; and those which were given by the French and which in many cases have been so changed as to conceal their origins.

In the current number it is proposed to discuss some of the place-names of Halifax county which do not fall into any of the three categories mentioned above, and in succeeding issues to continue with those of other counties.

Many place-names are purely descriptive and require no explanation: e. g. *Elmsdale*, *Clam Harbour*, *Pleasant Bay*. Others are simply the names of early settlers which have come to be applied to the districts in which they settled. Attention will be given chiefly to those names whose origins are obscure or which have historical significance.]

Chaswood: A country district in Halifax County.

On Nov. 25, 1899, the rate-payers of what was then Gay's River Road met together and decided that the settlement should thereafter be named Chaswood; a decision which was given legal basis by act of legislature in 1901. The name perpetuates the memory of Charles Wood, a native of Halifax and the first Canadian soldier to fall in the South African War.

Lieutenant Charles Carroll Wood, of the Loyal North Lancashire regiment, was killed near Belmont, South Africa, in the Autumn of 1899; he was 25 years of age at the time of his death. He was the son of John Taylor Wood, one-time Captain of the *Tallahassee* in the Confederate States Navy, and a grand-son of General Zachary Taylor, President of the United States. On August 19, 1864, the *Tallahassee*, piloted by John Fleming, made its way through the dangerous waters of the South Eastern Passage and escaped from Halifax Harbour where it had been blockaded by vessels of the United States navy. After the war, Captain Wood made his home in Halifax and died there in 1904.

Mauger Beach: A well-known beach on the west side of MacNab Island in Halifax Harbour.

Joshua Mauger was a merchant and distiller, who was settled for a short time in Louisburg after its capture by the English in 1745. After the fortress was returned to the French in 1748, Mauger removed to the newly-founded city of Halifax and soon built up an extensive business. He was prominent in administrative circles and held a seat in the British Parliament. The Beach now known by his name was owned by him. Incorrectly, certain maps label the Beach *Meagher's Beach*, an error which has become current in local parlance.

In 1809, six sailors were executed for mutiny and suspended in chains on Mauger Beach as a warning to would-be mutineers.

MacNab's Island: A large island guarding the entrance to Halifax Harbour.

After 1749, the island was known for many years as *Cornwallis Island*, after Lord Cornwallis. It was purchased in 1783 by Peter MacNab who paid £5000 for it. It came in time to be called by his name. It appears as *Mac Nab's Island* as early as 1815.

Meagher's Grant: Situated on the Musquodoboit River. On June 7, 1783, the government of Nova Scotia granted to Captain Martin Meagher a tract of land on the Musquodoboit River containing approximately 5000 acres. It is said the grant was given in recompense for a ship owned by Captain Meagher which was borrowed by the government and lost at sea. The settlement known as *Meagher's Grant* lies within the boundaries of the old grant.

Owl Head: A headland near Ship Harbour. A bay and a small settlement bear the same name.

Owl Head was a well-known landmark to early travellers along the coast and it appears on maps as early as 1755. The promontory is said to resemble an owl's head. The Indian name was *Pujoopskook* meaning, "Cormorant Rock."

Oyster Pond: A brackish lake connected by an inlet with Musquodoboit Harbour. Other smaller lakes near the Eastern arm of Jeddore Harbour are also known as *Oyster Ponds*. A variation of the name is found in *Ostrea Lake*; *ostrea* is the Latin for oyster.

Prospect: A bay and fishing village near Halifax.

The name is the English adaptation of an Indian name *Passepac*. French writers of the seventeenth century refer to the place, spelling the name *Paspec* or *Passepec*. By the middle of the eighteenth century it had taken its modern form, though on some French maps of that period it appears as *Prosper*.

Pope Harbour: A small harbour on the Eastern coast.

This harbour takes its name from an island near by which was known from early times as *Pope's Head*, by the French as *Cap Pope*. Pope's Head appears on maps as early as 1755 but DesBarres discarded the name and called the harbour west of the Head *Deane Harbour*—probably for a young naval officer who was then on the coast.

Johnson states that the place was named for early settlers, but this is extremely unlikely as the name was in use long before the coast was settled. More likely some early trader gave his name to the island.

Sheet Harbour: Two considerable rivers, a chain of lakes and various settlements have taken the name of the harbour.

As far as can be discovered, the name first appears in a land-grant dated 1773. DesBarres named the harbour *Port North* in 1780, but this name was forgotten in time for the older name. The name is said to come from a large flat rock at the entrance of the harbour known as *Sheet Rock*.

Ship Harbour; A narrow indentation running far inland which was invariably mistaken by the early explorers to be the mouth of a river.

On early maps this harbour is not marked. Its narrow entrance concealed its true nature and DesBarres seems to have been the first to give it a place on the map. He called the harbour mouth *Knowles Bay* and the harbour itself *Charles River*. Like so many of DesBarres' names both were forgotten in preference for the name which it is likely sailors were wont to use. A large rock near the harbour entrance which has the appearance of a full rigged ship is said to have given it its name.

Spry Harbour: A small harbour on the Eastern coast. Spry Bay takes its name from the harbour.

Sir Richard Spry, rear-admiral of the blue, served under Boscowen when Louisburg was captured in 1758 and took part in the campaign against Quebec in 1759. In 1762-63 he acted as Commodore and Commander-in-Chief on the American coast. In this capacity he urged upon the Admiralty the necessity of obtaining accurate surveys of the North Atlantic coast, and he recommended a young officer, DesBarres by name, to do the work. DesBarres named Spry Harbour in honour of his benefactor; so far as is known, the name first appears on DesBarres' maps of 1780.

Spry spent considerable time on the North Atlantic station and at one time owned an estate near Halifax which he called *Spryfield*. In 1759 he advertised the place for sale. The settlement is still known as *Spryfield*.

Waverley: A village near Halifax.

The name was given by Mr. Charles P. Allen to his residence and was later applied to the Village. Mr. Allen was an admirer of Scott and the name was suggested by the first of Scott's famous novels.

Wellington: Settlements in both Halifax and Yarmouth counties.

These settlements were named for Arthur Wellesley, Duke of Wellington, who defeated Napoleon at Waterloo and was later Prime Minister of Great Britain.

BOOK REVIEWS

The Voyages of Jacques Cartier. By S. C. Swift and T. G. Marquis. Thomas Allen, Toronto, 80 pp. \$1.00.

In 1534 Cartier planted on the rocky Gaspé coast the symbols which stood for French sovereignty and for the spiritual dominion of the Christian church. Four centuries have passed and in Canadian history Cartier appears as the van-guard of outreaching, questing Europe, soon to extend her dominion over the continent to which the explorer from St. Malo made formal claim in the name of the king. His voyages were barren of immediate results, but they mark the definite beginning of French exploration in America. Today, great cities stand on the sites of the Indian villages he visited, and the wooded shores between which he sailed to Hochelaga have become fertile farm-lands, the home of a great people. Cartier's first voyage opened a new era in the history of Canada and, in the summer of 1934, millions of Canadians will observe the four hundredth anniversary of the event.

The book under review appears at a time when interest in Cartier is running high and provides an excellent opportunity for those who wish to extend or renew their knowledge of the great explorer and his achievements. It is an interesting departure from the ordinary historical narrative, for it combines the fact-telling of the historian with the imaginative interpretations of the poet. Mr. Swift has contributed a series of thirty sonnets for which the narrative of Mr. Marquis provides the setting, and the result is an interesting example of history amplified and endowed with feeling and colour by the poet.

The book can be read in an hour or two; it will appeal alike to young and old and will make a valuable addition to school libraries.

Pathways in Science. By Gerald S. Cragg and others. Ginn & Co., New York.

This is a set of six science readers designed for use in the first six grades. Teachers will find it an extremely interesting and helpful set of books. It has been prepared by experts in education in accordance with modern educational principles, and will be a revelation to many teachers as to what can be done in making intelligible to small children the fundamentals of a scientific appreciation of the universe.

Whether or not the books are placed in the hands of the pupils, they will provide the teacher with an integrated and comprehensive programme for use in the classroom. Too often the teaching of science (nature study) in the elementary grades has taken the form of haphazard instruction in natural phenomena without reference to any general plan. The children derive a piecemeal knowledge of the world about them without

any notion of underlying unity. Very often, too, instruction in important subjects like magnetism and electricity has been postponed till the upper grades as too difficult. Lucid and simple expositions in *Pathways in Science* are models which every teacher can study with profit. The illustrations are remarkably well chosen. Nova Scotian teachers in the elementary grades will find the set invaluable in teaching the course in Science and Nature study outlined in the new course of studies.

The Teacher's Omnibus: Volume 1, Grade 1. Edited by George Dill. J. M. Dent & Sons, Toronto. 387 pp. \$2.50.

This book is something new in teachers' handbooks. It is designed to cover all phases of work in the first grade, and teachers of that grade are certain to find it of great assistance both in providing materials of instruction, and in suggesting methods and procedures. Something of its usefulness can be gathered from an outline of its contents. The volume is divided into the following sections:

1. *Reading*: A day by day outline for the pre-reading period, the chart and pre-primer periods, together with suggestions for the remainder of the first year.

2. *Language*: Practical suggestions for language games and devices.

3. *Construction Work*: This chapter contains work in folding, lettering and weaving. The work has been grouped around the unit plan.

4. *Picture Study*: A study of ten pictures which have definite appeal to children of this grade. Each picture is accompanied by suggestions for both teacher and pupil, such as poems to be read or memorized, songs and stories, as well as creative work. Incidents from the childhood of the artist are given in place of the customary factual treatments.

5. *Number Work*: Suggested requirements of the first year with methods of presentation, drill units, etc.

6. *Music*: Words and music for art, nature, festival and Humorous Songs. A number of action songs and singing games are also included.

7. *Stories*: For reading or telling to the class, and for oral reproduction.

8. *Poems*: For reading to or memorization by the pupils.

NEW BOOKS RECEIVED

J. M. Dent & Sons, 224 Bloor Street West, Toronto, Ontario.

Dents Modern School Geographies, by Thomas Pickles
Africa, Australia and New Zealand
North and South America.
Europe and Asia
Britain and the Modern World.

This is an attractive series of Geographies in the modern manner, with numerous illustrations, diagrams and maps. The text is written in an interesting fashion and relates the geography to the social customs and history of the various countries. Teachers of Geography in all grades would find these books valuable for reference, and they could be used as supplementary reading for pupils in Grades VII-IX.

Clarke, Irwin & Co., Ltd. 86 Richmond Street West, Toronto

Headway Biographies, by R. K. and M. I. R. Polkinghorne
Some Bible Heroes
Stories of Famous Women
Some Famous Statesmen

The first two of this interesting series could be used for supplementary reading in Grades V and VIII. *Some Famous Statesmen* is more appropriate as a supplement to British History in Grade X and World History in Grade XI. The texts are well illustrated in colour and black and white, and the first two contain suggestions for "Things to do" following the reading of the selections.

The Headway Histories, Junior Series; ed. by F. W. Tickner.
Book One—*People of Long Ago.*
Book Two—*Famous Men and Famous Deeds*
Book Three—*Making the English Homeland*
Book Four—*Building the British Empire*

This is another well written and well illustrated series by the University of London Press. The first two books provide the type of material recommended in the new curriculum for history stories in Grades III-VI. The two books on British History should prove interesting to pupils studying history in Grades VII and VIII.

The Headway Histories, Senior Series
Book One—*Days of Chivalry* (Britain in Europe 55 B. C. —1485 A. D.)

Book Two—*Days of Progress and Expansion* (Britain in Europe 1485-1789)

Book Three—*Days of Democracy* (Britain in Europe 1789—present day)

Book Four—*Days of Empire*

These are more mature books than the Junior Series, but equally attractive. They could be used as teachers' reference books for Grade VII and VIII history, and as supplementary reading for pupils in Grades X and XI.

The Story of England, by H. W. Meikle

This is a junior history of England told in the form of stories about important events. Some of the chapter titles, which indicate the nature of the book, are—The Coming of the Northmen; How King Richard Sailed to the Holy Land; The Story of the Great Armada; The Story of the Iron Horse; and the like. These stories could be read with pleasure by pupils in Grades IV-VI.

ENGLISHMAN AND SCOT

Scotland laments the glorious, England mourns the dead. The noble Scottish National War Memorial typifies this characteristic of the race, as the silence on Armistice Day is symbolic of the English temperament. When the Englishman bows his head, the Scot lifts up his voice. While England has made an ethereal monument of her inarticulateness, Scotland has seized the occasion to mobilise all the resources of her national art into a visible monument with form and colour. Scotland needs sorrow for her art to become manifest. Her greatest poetry, her most haunting music are laments. The Celtic strain causes the Scot to dwell long on the tragedies of his history, so that the Englishman is apt to get the impression that the story of Scotland is a chapter of disasters, he himself being rather inclined to glorify the periods of prosperity in the history of his nation. Probably both races have had an equal share of happiness and sorrow. But, whereas the Englishman walks his valley and makes a lyric of its streams and homesteads, the Scot watches the cloud-shadows chase over the mountains and mourns the dead chieftains. It is such a bias that leads London, by ones and twos, to a flagstone in Westminster Abbey, but drives Edinburgh to crown the Castle rock with a coronach in stone.

—From *The Scottish National War Memorial*
by Sir Lawrence Weaver.

THE NOVA SCOTIA SUMMER SCHOOL
Halifax, N. S., July 5—August 15, 1934

Regulations

1. Teachers holding interim licenses of the Superior First Class, must, as one of the conditions necessary for making the licenses permanent, attend the Nova Scotia Summer School for *two* sessions, and successfully complete six courses, within five years of the receipt of the Normal College diploma.

2. Teachers holding interim licenses of the First Class, must, as one of the conditions necessary for making the licenses permanent, attend the Nova Scotia Summer School for *one* session, and successfully complete three courses, within three years of the receipt of the Normal College diploma.

3. The courses to be taken by students attending the Summer School with a view to making their interim licenses permanent under Regulations 1 and 2 will be determined largely by the professional interests of the students themselves. The Education Office, however, reserves the right to distribute students among classes that have not been filled, and to assign students to special classes on the basis of recommendations made by the staff of the Provincial Normal College.

4. Teachers holding certificates of Grade XI or Grade XII scholarship who have taught in the public schools of the Province for ten years or more but who have been unable to proceed to the Normal College for professional training, may, by successfully completing *three* courses during each of *four* sessions, obtain a First Class or a Superior First Class License according to the grade of certificate held. Courses taken must be approved by the Registrar and all prerequisites for a license must necessarily be satisfied.

5. Time spent at the Nova Scotia Summer School beyond an attendance of two full sessions, may be considered as time spent in teaching for the purpose of computing provincial aid. Each full session, successfully completed, shall be regarded as equivalent to one year's teaching service, but not so as to reduce the period of service required to qualify for pension under the Pension Act of 1928.

6. University graduates holding a postgraduate degree in Arts or Science, *or* two undergraduate degrees in Arts or Science, *or* an honours degree in Arts or Science, representing in each case at least five years of academic work beyond Grade XI or four years beyond Grade XII, may qualify for the Superior First Class License on the successful completion of *six* courses at the

Nova Scotia Summer School, representing work done in at least two sessions. Such courses must be chosen from among the professional studies and must be approved by the Registrar. All other conditions for a license must necessarily be fulfilled.

At the end of the first session, provided that three courses have been successfully completed, candidates will be awarded a First Class License valid for one year, which will be made a permanent license of the Superior First Class on the successful completion of the required six courses and the presentation of a statement from an Inspector certifying that the candidate has taught successfully for at least one year in the public schools.

7. It will be obligatory for all students attending the Summer School with a view to obtaining a license under Regulation 4 to take one professional course in English and one course in either Physics or Biology or Chemistry.

8. A candidate will not be allowed to present himself for examination until he has attended one summer session or until he has completed the necessary minimum of attendance.

9. Students at the Summer School must attend all lectures and meetings in connection with each course in which they are registered, except for good and sufficient reasons.

10. Students *must not* attend courses in which they are not registered. On registration, students must signify definitely which courses they intend to take. Having done so they must attend those courses and no others. Positively no change in registration will be made after Friday, July 6th.

11. Students are requested not to wear gymnasium costume on the public streets or in places other than the premises occupied by the Summer School.

Courses

There will be forty-eight courses in the various fields offered by the Nova Scotia Summer School this year, as follows:

Education and Psychology (6 courses)

Psychology of Childhood	Professor William D. Tait
Mental Measurements	Professor William D. Tait
Rural Education	Dr. M. M. Coady
Principles of Teaching in The Secondary School	Professor Ernest W. Robinson
The Junior High School	Professor Ernest W. Robinson
Vocational Guidance	Professors Tait and Jewitt, and Dr. Sexton.

Methods (6 courses, not including those given under English or Languages)

Method in Geography	Professor George A. Cornish
Method in General Science	Professor George A. Cornish
Method in Elementary Mathematics	Professor Henry Bowers
Method in High School Mathematics	Professor Henry Bowers
Primary Methods	Professor E. H. McKone
Special Course for Primary Certificate	Professor E. H. McKone

Music and Art (6 courses)

Elementary Music	Mr. B. C. Silver
Advanced Music	Mr. B. C. Silver
Art Education in Primary Grades	Miss E. Jean Partridge
Art Education in Intermediate Grades	Miss L. M. Bailey
Art Education in Junior in High School Grades.	Miss L. D. Publicover.
Crafts	Miss Alison Henry

Economics and Sociology (3 courses)

Economic Problems of Nova Scotia	Professor D. J. MacDonald
Principles of Economics	Professor D. J. MacDonald
Canadian Social Problems	Dr. M. M. Coady

Languages (7 courses)

Junior High School French	Inspector C. A. Latour
Conversational French	Inspector C. A. Latour
Advanced Conversational French	Inspector C. A. Latour
Matriculation German	Professor C. H. Mercer
Methods in Modern Languages	Professor C. H. Mercer
Elementary Latin	Professor E. W. Nichols
Matriculation Latin	Professor E. W. Nichols

History (4 courses)

Nova Scotian History to 1785	Professor D. C. Harvey
Canadian History from 1837	Professor D. C. Harvey
Modern European History	Professor A. Stanley Walker
Modern England	Professor A. Stanley Walker

English Language and Literature (9 courses)

Methods in High School	
English	Professor C. L. Bennett
English Composition	Professor C. L. Bennett
Oral English	Miss Rosamond Archibald
Dramatics	Miss Annie MacIntyre
Study and Teaching of Poetry	Professor A. R. Jewitt
Modern English Poetry	Professor E. J. Pratt
Shakespeare	Professor E. J. Pratt
English in Elementary Schools	Professor Thornton Mustard
English in the Junior High School	Professor Thornton Mustard

Science (4 courses)

Biology	Professor H. G. Perry
Elementary Chemistry	Professor H. E. Bigelow
Advanced Chemistry	Professor H. E. Bigelow
Domestic Science	Miss Ruth Binnie

Folk Dancing and Physical Training (2 courses)

Folk Dancing	Miss Doreen Senior
Physical Training given by qualified instructors supplied by the Department of National Defense.	

First Aid (1 course)

Teachers Course in First Aid given by qualified instructors supplied by the St. John Ambulance Association.

The Department of Education is continuing the arrangement made last year with the St. John Ambulance Association whereby a course in First Aid for teachers will be offered at the Summer School. The course will extend throughout the six weeks' session of the School and will be equivalent to any of the regular courses on the programme. The Association will continue the payment of grants to teachers, according to the minute passed last year, which reads:

"Resolved that a minimum of \$5.00 per class be paid teachers for conducting a class of either Junior or Senior First Aid; also that an allowance of 25c. per head be paid for each pupil passing the examination, up to a maximum of \$10.00 for any one class."

Further information concerning the course will be found in the calendar of the Nova Scotia Summer School.

Programme for the Primary Certificate

For the benefit of those who are teaching or who wish to teach in primary grades or departments the Summer School offers a special programme of courses leading to a Primary Certificate. The programme will require two years for its completion and will consist of five courses, two of which carry double credit. The courses required are as follows: Special Primary Methods 4 and 5 (offered in alternate years); Art Education 1; Music 1; and Folk Dancing. Each of the special courses in Primary Methods will include theory, methods in particular subjects, practice teaching and observation. A demonstration class of pupils in Grades I, II and III, under the direction of a special teacher, will be used for the practical work.

This year the programme is so arranged that all the work can be completed in the morning, leaving the afternoons free for preparation and recreation. The time schedule is as follows:

- 9.00 Primary Methods 5 (lecture)
- 10.00 Music 1
- 10.00 Practice teaching for Art 1 students
- 11.00 Folk Dancing (*a*) (for Art 1 students)
- 11.00 Practice Teaching for Music 1 students
- 12.00 Art 1
- 12.00 Folk Dancing (*b*) (for Music 1 students)

Primary Certificate candidates will not be permitted to take both Art 1 and Music 1 in the same session, unless they are completing the work for the Certificate in one year.

Experienced primary teachers who have previously taken a course in Primary Methods at the Summer School may have this course recognized as the equivalent of one of the Special Primary Method courses. Courses in Art 1, Music 1 or 2, and Folk Dancing taken at previous sessions may be recognized as the equivalent of the courses in these subjects prescribed for the Primary Certificate. Persons holding a Kindergarten Diploma from the Normal College may qualify for the Certificate by completing one of the Special Primary Methods courses, either Art 1 or Music 1, and Folk Dancing.

TIME TABLE

Unless otherwise indicated the classrooms mentioned are at Dalhousie University.

9.00	Education 2	Prof. Tait	Room 21, Arts Building
	Education 6	Prof. Robinson	Room 22, Arts Building
	English 8	Prof. Mustard	Room 3, Arts Building
	Matric. Latin	Prof. Nichols	Room 13, Arts Building
	Chemistry 1	Prof. Bigelow	Room 51, Science Building
	Chemistry 2	Prof. Bigelow	Main Chem. Lab., Science Building
	Biology	Prof. Perry	Room 19, Science Building
	Spec Prim. Meth	Prof. McKone	Chem. Theatre, Science Building
	J. H. S. French	Insp. Latour	Room 4, Arts Building
	Crafts	Miss Henry	Biology Lab., Forrest Building
	English 6	Prof. Pratt	Room 2, Arts Building
10.00	Education 3	Prof. Tait	Room 21, Arts Building
	German	Prof. Mercer	Murray Homestead
	Elem. Latin	Prof. Nichols	Room 13, Arts Building
	English 1	Prof. Bennett	Room 2, Arts Building
	Music 1	Prof. Silver	Chem. Theatre, Science Building
	English 9	Prof. Mustard	Room 3, Arts Building
	Chemistry 1	Prof. Bigelow	Main Chem. Lab., Sci. Building
	Chemistry 2	Prof. Bigelow	Room 51, Science Building
	Meth. Elem. Math.	Prof. Bowers	Room 22, Arts Building
	Biology	Prof. Perry	Physics Lab., Science Building
	Crafts	Miss Henry	Biology Lab., Forrest Building
	Art Education 3	Miss Publicover	Drafting Room, Science Building
11.00	Conversational Fr.	Insp. Latour	Room 4, Arts Building
	Education 5	Prof. Coady	Room 2, Arts Building
	General Science	Prof. Cornish	Room 19, Science Building
	History 2	Prof. Harvey	Room 13, Arts Building
	Chemistry 1	Prof. Bigelow	Main Chem. Lab., Science Building
	Chemistry 2	Prof. Bigelow	Main Chem. Lab., Science Building
	Biology	Prof. Perry	Physics Lab., Science Building
	Oral English	Miss Archibald	Room 3, Arts Building
	Education 7	Prof. Robinson	Room 22, Arts Building
	Crafts	Miss Henry	Biology Lab., Forrest Building
	Folk Dancing (a)	Miss Senior	Gymnasium
12.00	Meth. Mod. Lang.	Prof. Mercer	Room 21, Arts Building
	Can. Soc. Probs.	Prof. Coady	Room 4, Arts Building
	History 5	Prof. Walker	Room 2, Arts Building
	English 2	Prof. Bennett	Room 3, Arts Building
	Economics 2	Prof. MacDonald...	Room 13, Arts Building
	English 5	Prof. A. R. Jewitt	Room 22, Arts Building
	Art 1	Miss Partridge	Drafting Room, Science Building
	Music 2	Mr. Silver	Chemistry Theatre, Science Building
	Geography	Prof. Cornish	Room 19, Science Building
	Folk Dancing (b)	Miss Senior	Gymnasium
2.30	English 7	Prof. Pratt	Sacred Heart Convent
	History 3	Prof. Harvey	Room 13, Arts Building
	2nd Yr. French	Insp. Latour	Room 2, Arts Building
	Art Education 2	Miss Bailey	Drafting Room, Science Building
	Primary Methods	Prof. McKone	Chemistry Theatre, Science Bldg.
	Vocat. Guidance	Profs. Tait, Sexton, Jewitt	Room 21, Arts Bldg.
	Domestic Science	Miss Binnie	Halifax Ladies' College
	Dramatics	Miss MacIntyre	Room 3, Arts Building

3.30 Meth. H. S. Math.	Prof. Bowers	Room 4, Arts Building
History 6	Prof. Walker	Room 13, Arts Building
Economics 1	Prof. MacDonald	Room 2, Arts Building
Dom. Science	Miss Binnie	Halifax Ladies' College
First Aid	Col. Chisholm	Room 19, Science Building
Dramatics	Miss MacIntyre	Gymnasium
4.30 Folk Dancing (c)	Miss Senior	[Gymnasium
Physical Training		Gymnasium

Note—Persons registering for English 7 may not register for any course given in the period 3.30-4.30, since distance between the Sacred Heart Convent and the Studley Campus of Dalhousie University is too great to be covered in the time allowed for changing classes.

Students should note that Chemistry, Biology and Crafts require three hours each morning, and should choose their other courses so that there will be no conflict in their time schedules.

Primary Certificate candidates should consult the special schedule for the Primary Certificate programme, and should not register for Folk Dancing (c), which is for general students. All students registering for Folk Dancing are asked to indicate the section in which they wish to be enrolled.

PROVINCIAL EXHIBITION PRIZE LIST FOR SCHOOLS, 1934

Educational Committee

Miss I. Brodie (Chairman)
Mr. A. R. Patton
Miss L. D. Publicover

CLASS 129—NATURAL HISTORY.

All exhibits must be the property of the exhibitor, and must be correctly labelled with name and locality where the specimens are found

Sec.	1st	2nd	3rd
1. Collection to illustrate methods of Seed Dispersal	\$1.50	\$1.10	\$.75
2. Collection of Native Woods, mounted, labelled and showing uses and comparative economic values.....	1.50	1.10	.75
3. Collection showing Life History of any insect..	1.50	1.10	.75

(**Note**—These prizes will not be awarded unless the collection m

CLASS 130—URBAN PUBLIC SCHOOLS (COMPETITION IN SUB-DIVISION OF EACH GROUP.

Prizes in each Sub-section.

The Education Department will present a framed picture of the Classroom making the best general exhibit in each of the following groups, provided the work is of sufficient merit.

Drawing shall be marked *Object* or *Copy* as the case maybe.

(**Note**—Size of Posters: Minimum 11 in. by 14 inches. Maximum: 14 inches by 22 inches

Sec.		Prizes in each sub-section.		
		1st	2nd	3rd
1.	Kindergarten —(a) Drawing including color work and illustrations. (b) Cardboard or paper work (Cutting, Mounting, weaving, paper doll dressing. (d) Modelling in clay, wax or plasticine, (e) String work, (f) Bead-work (g) Raffia Work, (h) Class Projects...	.80	.60	.40
2.	Grades I & II —(a) Samples in Lettering (b) Drawing including Color work and illustrations, (c) Design (d) Stick printing, (e) Cardboard or Paper Work (cutting, mounting, weaving, Paper doll dressing, (f) Modelling in clay, wax or plasticine, (g) Bead Work (h) Raffia Work, (i) Basketry, (j) Class Projects.....	.90	.70	.50
3.	GRADES III & IV —(a) Samples of lettering. (b) Drawing including Color Work and illustrations, (c) Design, (d) Map of county in which pupil lives (7" x 9") Grade III, (e) Stick Printing, (f) Cardboard or Paper Work (Cutting, Mounting, weaving, Paper Doll dressing, (g) Modelling in clay, wax or plasticine, (h) Raffia Work, (i) Basketry (j) Sewing, (k) Knitting (l) embroidery, (m) Woodwork, (n) Map of Nova Scotia, (7" X 10," (Grade IV), (o) Class Projects.....	1.10	.85	.60
4.	Grades V & VI —(a) Samples of Writing. (b) Samples of Lettering, (c) Drawing including Color and Illustrations, (d) Design, (e) Poster, (f) Detailed Map of Nova Scotia (9" X 13" Grade V) (g) Card Board or Paper Work, (h) Raffia Work, (i) Basketry, (j) Sewing (k) Knitting, (l) Crocheting, (m) Embroidery, (n) Woodwork, (o) Class Projects (p) Map of North America (10" X 13"—Grade V).....	1.30	1.00	.75
5.	Grades VII & VIII —(a) Samples of Lettering. (b) Drawing, including Color Work and Illustrations, (c) Design, (d) Poster, (e) Map of Canada 13" by 18"—Grade VII), (f) Mathematical Drawing, (g) Card Board Construction or Paper Cutting, (h) Soap Sculpture, (i) Raffia Work. (j) Basketry, (k) Crocheting, (l) Linoleum Block Printing, (m) Class projects (n) Map of Europe (13" by 18"—Grade VIII).....	1.50	1.20	.85
6.	Grades IX & X —(a) Drawing including Color Work and illustrations, (b) Design, (c) Drawings, illustrating work of Grade, (d) Mathematical Drawing, (e) Poster, (f) Charts, (g) Soap Sculpture, (h) Linoleum Block Printing (i) Handmade apparatus or models illustrating work of Grade, (j) Class projects.....	1.70	1.35	1.00
7.	Grades XI & XII —Best record with drawings, etc., of a home or School Physical or Chemical Project, e. g. making a radio set, storage battery, silver plating, purifying chemicals, homemade apparatus, etc.....	1.70	1.35	1.00

CLASS 132—HOUSEHOLD SCIENCE WORK (Collections)

Exhibits in this class must be the work of pupils attending Household Science Schools. Each exhibit must be neatly labelled with the name and grade of the pupil and the year attended in the training school, and the name of the school.

Sec.		1st	2nd	3rd
1.	First or Second Year, School Exhibit of Household Science.....	\$3.00	\$2.25	\$1.50
2.	Third or Fourth Year. School Exhibit of Household Science.....	3.00	2.25	1.50

CLASS 135—SPECIAL HOUSEHOLD SCIENCE—SEWING

Open to Schools having a Household Science Instructor.

(A)—Open to girls of Grade VII

Sec.		1st	2nd	3rd
1.	Collection of Stitches (colored thread on white)	\$1.30	\$1.00	\$.75
2.	Specimen of Hemming.....	1.30	1.00	.75
3.	Specimen of Knitting (scarf).....	1.30	1.00	.75
4.	Specimen of Darning (on Stocking or Wool Material).....	1.30	1.00	.75
5.	Specimen of Patching.....	1.30	1.00	.75
6.	Specimen of Buttonhole.....	1.70	1.35	1.00
7.	Any Hand Made Article.....	1.70	1.35	1.00
8.	Any Machine Made Garment.....	1.70	1.35	1.00

(B)—Open to girls of Grade VIII

1.	Collection of Stitches (colored thread on white)	1.30	1.00	.75
2.	Specimen of Hemming.....	1.30	1.00	.75
3.	Specimen of Knitting (scarf).....	1.30	1.00	.75
4.	Specimen of Darning (on Stocking or Wool Material).....	1.30	1.00	.75
5.	Specimen of patching.....	1.30	1.00	.75
6.	Specimen of Buttonhole.....	1.30	1.00	.75
7.	Any Hand Made Article.....	1.70	1.35	1.00
8.	Any Machine Made Garment.....	1.70	1.35	1.00

CLASS 137—SPECIAL HOUSEHOLD SCIENCE COOKING**A—Open to Girls in Grade VIII.**

Sec.		1st	2nd	3rd
1.	Gingerbread.....	\$1.30	\$1.00	\$.75
2.	Tea Biscuits, Plain 1-2 doz.....	1.30	1.00	.75
3.	Drop Cookies.....	1.30	1.00	.75
4.	Loaf White Bread (yeast).....	1.30	1.00	.75
5.	Loaf Brown Bread (quick).....	1.30	1.00	.75
6.	Muffins (any kind).....	1.30	1.00	.75

B—Open to Girls in Grade IX

1.	Loaf of White Bread (yeast).....	1.30	1.00	.75
2.	Loaf of Brown Bread (yeast).....	1.30	1.00	.75
3.	Rolls, Plain or Fancy (1-2 doz) yeast.....	1.30	1.00	.75
4.	Tea Biscuits, plain or fancy, 1-2 doz.....	1.30	1.00	.75
5.	Drop Cookies, fancy 1-2 doz.....	1.30	1.00	.75
6.	Rolled Cookies, 1-2 doz.....	1.30	1.00	.75
7.	Butter Cake (without icing).....			
8.	School Lunch, planned by Exhibitor.....	1.70	1.35	1.00
9.	Collection of Candies (at least three varieties)..	1.50	1.25	.90

CLASS 138—OPEN TO GIRLS OF ANY GRADE
(And to any School)

Canning, preserving and jellies.

Sec.		1st	2nd	3rd
1.	Canned vegetables.....	\$1.50	\$1.25	.90
2.	Canned fruit.....	1.50	1.25	.90
3.	Jelly.....	1.50	1.25	.90
4.	Collection—1 jar each vegetable, fruit and jelly	1.70	1.35	1.00

CLASS—INDUSTRIAL

Each exhibit must be neatly labelled with the name and grade of the pupil, the year attended in the training school, and the name of the school.

Quality of workmanship will receive major consideration in the awarding of prizes, but the amount of the prize may be reduced in any case where the quantity of work in the exhibit is comparatively small.

If competition warrants, fourth and fifth prizes may be awarded in any section, at the discretion of the judges.

No person may enter more than one exhibit in any one section.

Sec.		1st	2nd	3rd
1.	Collective school exhibit of elementary drawing—First and second Year.....	2.25	1.75	1.25
2.	Collective School Exhibit of Advanced Drawing	2.25	1.75	1.25
3.	Collective School Exhibit of Elementary Woodwork—First and Second Year.....	2.25	1.75	1.25
4.	Collective School Exhibit of Advanced Woodwork.....	2.25	1.75	1.25
5.	Collective School Exhibit of Elementary Sheet-Metal Work.....	2.25	1.75	1.25
6.	Collective School Exhibit of Advanced Sheet-Metal Work.....	2.25	1.75	1.25
7.	Individual Elementary Drawing First or Second Year.....	1.00	1.75	.50
8.	Individual Advanced Drawing of Furniture, or equivalent in Woodwork.....	1.25	1.00	.75
9.	Individual advanced drawing of Sheet-Metal Article—Parallel—line or Radial—line Development, or equivalent.....	1.25	1.00	.75
10.	Individual Exhibit of Woodwork First Year....	1.00	.75	.50
11.	Small article in wood-book ends Tea Tray Etc..	1.25	1.00	.75
12.	Article of Light Furniture.....	1.50	1.25	1.00
13.	Article of Heavy Furniture.....	2.00	1.50	1.00
14.	Article of Simple Sheet-Metal Work.....	1.00	.75	.50
15.	Article of Sheet-Metal work, using templates developed by the pupil, double seaming, or other Advanced Processes.....	1.50	1.25	1.00
16.	Exhibit of best workmanship in Wood by Normal College Student.....			
17.	Exhibit of best workmanship in Sheet Metal by Normal College Student.....	2.00	1.50	1.00

CLASS 139—GENERAL ACTIVITIES
(Open to all Schools).

Sec.		1st	2nd	3rd	4th	5th
1.	List of books actually read during the year with comments on each. (Regular text books not to be included.....	\$1.50	\$1.25	\$1.00	\$.80	\$.65
2.	Illustrated story from the School Reader (in booklet rather than poster form.).....	1.15	1.00	.85		

	1st	2nd	3rd	4th	5th
3. Scrap-book to supplement School Reader. (This should contain maps, pictures and comments on persons, places, animals, etc. mentioned in the Reader.).....	1.50	1.15	.85		
4. Booklet on Local History including pictures.....	1.50	1.25	1.00	.80	.65
5. Copy of a School Magazine. (Cover designs, appearance and contents will be considered. Good writing or Script accepted.).....	1.50	1.25	1.00	.80	.65
6. A literary map of either Nova Scotia or Canada, or North America, or the British Isles, indicating either the birth-place of authors, or the scenes of their stories.....	1.50	1.25	1.00	.80	.65
7. Record Book of Current Events during the past year (June to June).....	1.50	1.15	.85		
8. Scrap Book on Canadian or English History.....	1.50	1.15	.85		
9. Scrap Geography on (either one country or general).....	1.50	1.25	1.00		
10. A Relief Map of Nova Scotia or Canada, made of plasticine or paper pulp or flour and salt (20" x 26").....	1.75	1.35	.95		
11. Industrial Chart such as "The (20" x 26").....	1.75	1.35	.95		
11. Industrial Chart such as "The Making of Paper" or "The Dairy of Industry" or "Fishing" or "The Hydro-electric Development in Nova Scotia or Canada" or an "Industrial Exhibit".....	1.75	1.35	.95		
12. Photographs neatly mounted (pupils own work).....	1.15	1.00	.85		
13. A Hand Made Art Portfolio both the portfolio and contents will be considered.....	1.50	1.25	1.00	.80	.65
14. A Nature Booklet.....	1.15	1.00	.85		
15. Original design for a Book Cover or Magazine Cover.....	1.15	1.00	.85		
16. A Block Print.....	1.50	1.25	1.00		
17. Original decorative border, or frieze.....	1.15	1.00	.85		
18. Solhouette Scene. Note —Originality of design (in accordance with sound principles (will be considered equally with execution, in Sections 19-24 inclusive).....	1.15	1.00	.85		
19. Specimen, or Collection of Soap Carving or Wax Carving....	1.50	1.15	.85		
20. Specimen of Book-binding (a) under 12 yrs., (b) over 12 yrs.,	1.50	1.15	.85		

21. Raffia Work (a) under 12 yrs., over 12 yrs.....	1.50	1.15	.85
22. Specimen of any handcraft not otherwise mentioned.....	1.15	.85	.65
23. Specimen of rope-work, knots, splicing, etc.....	1.15	.85	.65
24. Model Home. (Hat box or orange crate suggested.).....	1.50	1.15	.85

CLASS 140—"OPEN CLASS"

Under this Class, Societies, Museums, Colleges, Teachers and Private Pupils may exhibit any educative or illustrative material they choose. A sum of \$25.00 may be provided in this Class, to be awarded according to the discretion of the judges.

PROVINCIAL AID

To Teachers Employed in the Public Schools for the
Half Year ended February 2, 1934

ANNAPOLIS EAST

In Assisted Sections

During First 5 Years Service

A

A		
Banks, Marjorie A.	98	85.66
Bishop, Mrs. Evelyn R.	100	87.40
Chute, Beatrice H.	100	87.40
Dand, Doris	100	87.40
Gelinas, Paul J.	100	87.40
Henry, Grace E.	100	87.40
Johnson, Marjorie	100	87.40
Leonard, Evelyn L.	100	87.40
Leonard, Lillian	100	87.40
McLellan, Jean W.	100	87.40
MacNeil, Glorana H.	100	87.40
Thurber, Lucy	100	87.40
Ward, Murray F.	100	87.40
Robb, Ernest	78	68.18

B

Barteau, Celesta A.	100	71.30
Beals, Theodore F.	100	71.30
Bishop, Doris E.	100	71.30
Bishop, N. Iona	100	71.30
Brown, Lillian M.	100	71.30
Conrad, Marjorie A.	100	71.30
Denton, Mildred A.	100	71.30
Gillis, Doris I.	100	71.30
Johnson, Lucile M.	100	71.30
McLean, Sarah L.	25	17.83
MacNeil, Luella V.	45	32.09

C

Delap, Gordon L.	19	10.05
Earley, Mrs. Pearl G.	100	52.90
Gates, Evelyn M.	100	52.90
Gidney, Edyth V.	87½	46.29
Grant, Bertha M.	80	42.32
Greenlaw, Bessie M.	100	52.90
Hatt, Myrtle M.	100	52.90
Morris, Edna E.	100	52.90
Mosher, Mrs. Florence	82	43.38
Nauglar, Mrs. Reta	100	52.90
Rayfuse, Geneva M.	100	52.90
Marshall, Muriel U.	100	52.90
Thompson, Pauline G.	100	52.90
Trask, Mrs. Hazel W.	100	52.90

D

Tritz, Mrs. Elma M.	100	34.50
Rogers, H. Kathleen	100	34.50
Thompson, John B.	100	34.50

Wilson, Lena A.	100	119.07
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B

Foster, Ella	75	72.86
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C

Robar, Lalia M.	100	72.07
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Over 5 and up to 10 Years Service

A

Calder, Margaret H.	100	92.00
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B

Burns, Sarah E.	100	73.60
Dalrymple, Mrs. B.	100	73.60
Hupman, Florence G.	100	73.60
Mossman, Daisy	100	73.60
Purdy, Halsey P.	100	73.60
Ray, Mrs. Claire L.	100	73.60
Smith, Mrs. Violet	100	73.60
Stoddart, Mabel	100	73.60
Wright, Margaret F.	100	73.60

C

Hoyt, Mrs. Florence	100	55.20
Kearnes, Grace M.	100	55.20
Messenger, Thelma	100	55.20
Macaulay, Lucy A.	100	55.20
Putnam, Lucile	100	55.20
Longmire, Annie	12½	6.90

D

Willett, Mrs. Louise	18	6.62
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In Assisted Section

D

McGill, Mrs. Lillian	8	4.01
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Over 10 and up to 20 Years Service

Ac

Wright, Dennis B.	100	128.80
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A			
Messenger, Ralph J.	100	101.20	
Landers, Mrs. Mary B.	100	80.50	
B			
Landers, Mrs. Mary B.	100	80.50	
Miller, Muriel J.	100	80.50	
MacRae, Lillian	100	80.50	
Welton, Edith	100	80.50	
Whitman, Mrs. Mary J.	100	80.50	
Woodbury, Nora	100	80.50	

C			
Blackburn, Ida P.	100	59.80	
Gavel, Mrs. Margaret	100	59.80	
Hall, Mrs. Eunice	100	59.80	
Ritchie, Myrtle	75	44.85	
Ritcey, Ernest M.	100	59.80	

In Assisted Sections

C			
Feindel, Hilda M.	100	81.47	

D			
Hamilton, Louis G.	45½	25.65	

Over 20 Years Service

A			
Archibald, John T.	77	109.96	

ANNAPOLIS WEST**During First 5 Years Service**

A			
Balcolm, Mary A.	100	87.40	
Bent, Arnold D.	100	87.40	
Dunbar, Elston C.	100	87.40	
Foster, Marguerite E.	100	87.40	
Goodwin, Harold R.	100	87.40	
Walker, Doris A.	100	87.40	
Zinck, Fred C.	100	87.40	

B			
Abbott, Louise M.	9	6.42	
Bent, Marion K.	100	71.30	
Lingley, Eileen	100	71.30	
Oikle, Mary L.	100	71.30	
Silver, Virgie E.	100	71.30	
Wamboldt, Harriett	100	71.30	

C			
Bent, Mrs. Charles L.	100	52.90	
Calnek, Karl C.	100	52.90	

Dunn, Ruth E.	3	1.59	
Edwards, Clifford E.	100	52.90	
Forcey, Mrs. Mabel	100	52.90	
Foster, Mary A.	100	52.90	
Hatt, Dorothy E.	100	52.90	
Inglis, Jean W.	98	51.84	
Kaye, Mrs. Gladys R.	98	51.84	
Margarvey, Vera M.	100	52.90	
Marshall, Alice M.	100	52.90	
Mulock, Barbara	100	52.90	
Potter, Hazel	100	52.90	
Sandford, Mildred	100	52.90	
Tupper, Edna B.	99	52.37	
Wagner, Esther M.	82	43.38	
Young, Eliza G.	100	52.90	

In Assisted Sections

B			
Sproule, Ellen H.	100	97.13	
Finigan, Bradford E.	100	97.13	

C			
Haynes, Mrs. Mary E.	100	72.07	
Kohler, Jida	100	72.07	
Lewis, Myra L.	100	72.07	
Newcombe, Norma	49	35.51	

Over 5 and up to 10 Years Service

A			
Brown, Clyde M.	100	92.00	
Christie, Hilda A.	100	92.00	
Schmidt, June S.	100	92.00	

B			
Denton, Kathleen O.	100	73.60	
DeVany, Kathleen	100	73.60	
Dunn, Florence C.	100	73.60	
Hubley, Grace B.	100	73.60	
Hartlen, Florence R.	100	73.60	
Macdonald, Margaret	100	73.60	
Nicholl, Maude	64	47.10	
White, May E.	100	73.60	

C			
Berry, Mrs. Beulah	100	55.02	
Duncan, Dorothy	99	54.65	
Henshaw, Alice E.	100	55.20	
Saunders, Dorothy	100	55.20	
Walker, Mary H.	100	55.20	

D			
Gilroy, Hughena M.	100	36.80	
Parker, Ruth E.	79	29.07	
Wright, Mrs. Elsie F.	100	36.80	

Over 10 and up to 20 Years Service			MacDonald, Mary B.	99	70.59
B			MacPherson, Mary M.	100	71.30
			Sister St. John	100	71.30
MacMillan, Alice	53	42.67	C		
D			Carter, Nina Sadie	100	52.90
			Cogswell, Evelyn J.	100	52.90
Messenger, Mrs. L. L.	50	20.70	Corbett, Mary Hazel	100	52.90
In Assisted Section			DeCoste, Lillian Mary	70	37.03
D			DeCoste, Mary C.	100	52.90
			Forbes, Margaret E.	100	52.90
			Gillis, Archie Joseph	96	50.78
			Grant, Anna	100	52.90
Hamilton, Louis G.	34	19.18	Grant, Genevieve Agnes	97	51.24
Over 20 Years Service			Grant, Mary Margaret	100	52.90
Ac			Hanifen, Mary Jeanette	100	52.90
			MacAdam, Mable	100	52.90
MacLean, Christina	100	156.40	MacArthur, Mary F.	100	52.90
B			MacDonald, M. Jean	100	52.90
			MacLean, Florence	19	10.05
			MacDonald, M. J.	99	52.37
			MacDonald, Peter	100	52.90
Harris, C. Louise	100	96.60	MacDonald, Rose	99	52.37
C			MacDonald, Sadie C.	99	52.37
			MacDonald, Sadie J.	100	52.90
			MacDougall, Johanna F.	99	52.37
Roy, Maud E.	89	65.50	MacEachern, M. Mary	98	51.84
Taylor, Delorie A.	100	73.60	MacGillivray, Isobel I.	100	52.90
In Assisted Section			MacGillivray, Mary A.	100	52.90
B			MacKenzie, Mary J.	100	52.90
			McKeough, Alice	100	52.90
			McKeough, G. Helena	100	52.90
			McKeough, Helen S.	100	52.90
			MacPherson, G. Janet	100	52.90
Crisp, William K.	100	131.60	Rogers, Mary	100	52.90
ANTIGONISH			Sinclair, Catherine Mae	100	52.90
During First 5 Years Service			D		
A			MacMaster, Sara F.	100	34.50
			In Assisted Sections		
			B		
Bryne, Elizebeth N.	100	87.40			
Carroll, Mary Elizabeth	100	87.40			
Cummings, Helen E.	100	87.40			
Graham, Mary E.	100	87.40	McKeough, Helen	100	97.13
MacDonald, Katherine	100	87.40	C		
MacDonald, Katheryn	100	87.40			
MacDonald Donald W.	100	87.40			
MacIsaac, Harriett	100	87.40	MacDonald, Alice C.	100	72.07
Sister St. Aidan	100	87.40	MacDonald, Sadie M.	100	72.07
Sister St. Agnes of	100	87.40	MacKinnon, Anna M.	100	72.07
Bavaria			MacLean, Annie M.	100	72.07
Sister St. Augustine of	100	87.40	MacMillan, Mary I.	100	72.07
Jesus			Stewart, Hughie	100	72.07
Thompson, Mary	99	86.53	Over 5 and up to 10 Years Service		
Robertson, Herbert T.	61	53.32	A		
B					
Brow, Eldora Cecilia	100	71.30	Gillis, Josephine	100	92.00
Burns, Margaret Julia	100	71.30	MacGillivray, Anna	100	92.00
Gillis, Sadie Marie	100	71.30	MacInnis, John Peter	100	92.00

O'Leary, Margaret	100	92.00
O'Brien, Mary Ellen	39	35.88
Sister St. Aurelius	100	92.00

B

Sister St. Brigida	100	73.60
Sister Therese deLisieux	100	73.60

C

Baltzer, Gertrude E.	100	55.20
Beaton, Mary	100	55.20
DeCoste, Ethel	100	55.20
Doiron, Marie Ida	100	55.20
MacDonald, Margaret	100	55.20
MacNeil, Gertrude	100	55.20

D

Fraser, Mary Janette	100	36.80
MacDonald, Marion	100	36.80
Webb, Blanche	100	36.80

In Assisted Sections**C**

Forbes, Jennie Mary	100	75.20
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D

Forbes, Barbara Jennie	100	50.13
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Over 10 and up to 20 Years Service**A**

McGregor, Edith Jean	100	101.20
McLennan, Mary	99	100.19
Sister St. Catherine of Martyr	100	101.20

B

McLeod, Winnifred	100	80.50
Sister Margaret Alacoque	100	80.50
Sister Mary Florence	100	80.50
Sister Mary Hugh	100	80.50

C

Gillis, Lillian M.	99	59.20
MacDonald, Agnes J.	100	59.80
MacNaughton, Mrs. A.	100	59.80
Sister St. Regina	100	59.80
Sister Mary of Vianney	100	59.80

D

Sister Mary Colina	100	41.40
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Over 20 Years Service**B**

Sister St. Augustine	100	96.60
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C

Sister Francis Paula	100	73.60
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CAPE BRETON EAST**During First 5 Years Service****A**

Dawes, Mary Violet	97	84.78
Dickson, Margaret McK.	52	45.45
Fergusson, Donald A.	75	65.55
Fraser, Geraldine	100	87.40
Kerr, James Oliver	100	87.40
Lewis, Marjorie C.	99	86.53
Lyons, Mary Rosina	100	87.40
Macdonald, Sara I.	100	87.40
MacLellan, Ethel M.	72	62.93
MacLeod, Donald H.	100	87.40
MacNeil, John Angus	100	87.40
MacNeil, Stephen J.	100	87.40
Merchant, Bernard	4	3.50
Nicoll, Henrietta E.	100	87.40
Nunn, Joseph Clyde	100	87.40
Ormiston, Arthur W.	100	87.40
Petrie, Mrs. Greta	23	20.11
Quirk, Margaret E.	100	87.40
Setchell, Dorothy I.	92	80.41
Young, Mrs. E. R.	4	3.50

B

Fiander, Greta C.	100	71.30
Hiltz, Mary Edna	100	71.30
MacDonald, Sadie B.	100	71.30
MacGregor, Effie B.	70	49.91
MacKinnon Isabel F.	96	68.45
MacPherson, Maud A.	74	52.76
Pope, Annie C.	100	71.30
Sister Mary Damian	100	71.30
Sister Mary Loretta	100	71.30
Walsh, Winifred	73	52.05

C

Burton, Eva Carrie	100	52.90
Curry, Mary E.	100	52.90
Dillon, Bertha M.	100	52.90
Dillon, Ethel A.	100	52.90
Doyle, Bertram James	100	52.90
Hines, Marjorie	5	2.64
Kelly, Christena	100	52.90
Lahey, Marion Honora	100	52.90
LeBlanc, Margaret J.	95	50.28
Lynk, Helen Rosella	99	52.37

Milne, Frances E.	100	52.90
Munroe, Malina S.	100	52.90
Nearing, Margaret	6	3.17
MacDonald, Clara	100	52.90
MacLean, Christena M.	99	52.37
MacNeil, Annie C.	100	52.90
Wilson, Donald Hugh	100	52.90

D

Campbell, Peter	100	34.50
Ling, Mary Olive	100	34.50
MacAulay, Eva C.	100	34.50
MacGillivray, Miriam	14	4.83

In Assisted Sections

A

Lewis, Florence M.	100	119.07
Walker, Mary Agnes	100	119.07

B

Strong, Bernard Lorain	100	97.13
Walker, Margaret F.	100	97.13

C

McCuish, Catherine W.	94	67.75
MacDougall, Mary R.	100	72.07
MacKeigan, John R.	56	40.35
MacNeil, Martha	100	72.07
Power, Clement A.	99	71.34
MacLean, Flora M. C.	100	72.07

Over 5 and up to 10 Years Service

A

Archibald, Helen S.	100	92.00
Chiasson, Mary	100	92.00
Greenwell, Emma W.	100	92.00
Ley, Alice Margaret	100	92.00

B

Gillis, Helen A.	100	73.60
Giovannetti, Ursula B.	100	73.60
Johnston, Anne M.	100	73.60
MacCormack, Mary W.	100	73.60
MacIntyre, Angela M.	100	73.60
Sister Maurina	100	73.60

C

Borden, Anastasia	100	55.20
Edstrom, Kathleen E.	100	55.20
Ferguson, Sara MacL.	100	55.20
Hussey, Mrs. Beatrice	36	19.87
King, Elizabeth N.	82	45.26
LeLievre, Nellie	100	55.20
MacDonald, Kathyrn B.	100	55.20

Macdonald, Mary L.	100	55.20
MacDonald, Stella M.	73	40.30
McDougall, Helen	15	8.28
MacGregor, Mable S.	100	55.20
MacKeigan, Annie J.	99	54.65
McLean, Kathyrn E.	100	55.20
Sampson, Therese	100	55.20
Sanford, Floretta J.	90	49.68
Smith, Evelyn Sophia	100	55.20
Stephenson, Clara	100	55.20
Sister M. Paulina	100	55.20

D

Kennedy, Winifred	100	36.80
MacDonald, Euphemia	100	36.80

In Assisted Sections

C

MacIntyre, Michael	100	75.20
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D

Campbell, Margaret J.	95	47.63
MacEachern, Mary E.	85	42.61

Over 10 and up to 20 Years Service

A

Sister Maria Carmelita	100	101.20
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B

Boone, Margaret I.	100	80.50
Boudreau, Euphemia A.	77	61.99
Cross, Blanch Ev.	100	80.50
MacLean, John A.	100	80.50
Sister Marianita	97	78.09

C

Bennett, Marcella	100	59.80
MacDonald, Mary J.	100	59.80
Phalen, Anna J.	100	59.80
Sister M. Dorothea	100	59.80

D

Macdonald, Christena	100	41.40
MacIntyre, Florence	100	41.40

In Assisted Sections

B

MacKenzie, C. Mae	100	109.67
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C

Somers, Elizabeth C.	100	81.47
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D			Livingston, Agnes E.	100	92.00
Lahey, Martha R.			MacDonald, Angus N.	100	92.00
MacInnes, Annie J.			MacDougald, Margaret	100	92.00
			McKinlay, Lindsay B.	100	92.00
			MacKinnon, Margaret	100	92.00
Over 20 Years Service			MacKinnon, M. Elsie	100	92.00
			MacMullen, Mary M.	100	92.00
D			MacPherson, Christine	100	92.00
Carmichael, Jessie			MacRae, Annabel F.	100	92.00
			Sister Camilla		
GLACE BAY			Berchmans	100	92.00
During First 5 Years Service			Sister Rita Carmel	100	92.00
			Sister Alberta Maria	100	92.00
A			Sister Rose Marie	100	92.00
Carroll, Lillian M.			Sister Rita Ursula	100	92.00
Cohen, Fanny			Sister Ellen Vincent	100	92.00
Dick, Helen			Sister Agnes Winifred	100	92.00
Fergusson, Marie S.			Walsh, Teresa	100	92.00
Hallett, Sybil Florence			B		
Matheson, Mary M.			Beaton, Pearl Isabelle	100	73.60
Mattinson, Evelyn L.			Blackman, Sara Lilly	98	72.13
MacDougall, Anna G.			Driscoll, Annie F.	100	73.60
MacPherson, F. May			Foster, Gladys Annie	100	73.60
Sister Mary Dunstan			Gillis, Agnes J.	100	73.60
Sister Alexander Marie			Lubetzki, Bessie	100	73.60
Sister Mary Matilda			Morrison, Elizabeth I.	100	73.60
Sister Mary Ninian			Morrison, Gertrude	100	73.60
Sister Joseph Peter			Morrison, Helen Mary	100	73.60
Sister Margaret Therese			Mosley, Agnes	100	73.60
Walsh, Mary Monica			MacAulay, Margaret H.	24	17.66
Willett, Olive Thelma			MacDonald, Katherine	100	73.60
Gold, Sophie			Macdonald, Mary C.	100	73.60
			MacIntyre, Mary Anne	100	73.60
B			MacKinnon, Euphemia	100	73.60
Brophy, Mary			MacLeod, Lois Isabel	100	73.60
Campbell, Grace A.			MacVicar, Christy Ann	100	73.60
Donovan, Annie			Smith, Griselda W. M.	100	73.60
MacDonald, Mary C.			Sister Rita Marie	100	73.60
McInnis, Kathleen Ann			C		
Rankin, Doris			MacIsaac, Annie Jean	100	55.20
Walsh, Winifred			D		
C			Morrison, Mabel	100	36.80
MacKinlay, Margaret			Over 10 and up to 20 Years Service		
MacLeod, Margaret			Ac		
Sutherland, Jean McE.			Crowell, Wilfrid Ray	100	128.80
Over 5 and up to 10 Years Service			Sister Teresa Maria	100	128.80
A			A		
Ferguson, Catherine I.			Craigie, Albert W.	100	101.20
Chute, Oscar A.			Cudhea, Katie	100	101.20
Gillis, Celina			Ferguson, Mary M.	100	101.20
Gouthro, Annie Cecilia			Fraser, Sara Christine	100	101.20
Grant, Zillah Gertrude			MacCuish, Mary J.	100	101.20
Keigan, Helen Kathleen					
Kennedy, Elspeth M.					

MacLeod, Sophia	100	101.20
MacQueen, Katherine	100	101.20
Ogilvie, Vera Glison	100	101.20
Prince, Dorothy Beulah	100	101.20
Robertson, Verda Scott	100	101.20
Smith, Owen Benjamin	100	101.20
Sister M. Bartholomew	100	101.20
Sister Ann Elizabeth	100	101.20
Sister Mary Leonarda	100	101.20
Sister Mary Lucille	100	101.20
Sister Mary Marcellinus	100	101.20
Sister Alma Maria	100	101.20
Sister Maria Monica	100	101.20

B

Blackburn, Grace	100	80.50
Casey, Mary Agnes	66	53.13
Ferguson, Elizabeth A.	100	80.50
Hull, Margaret Isabel	100	80.50
Langwith, Mary B.	100	80.50
Lukeman, Eva Florence	100	80.50
MacDonald, Sarah A.	100	80.50
McLellan, Christine A.	100	80.50
MacLeod, Martha E.	100	80.50
O'Connell, Brigid E.	100	80.50
Sister Leo Joseph	100	80.50
Sister Anna Margaret	100	80.50
Sister M. Mercedes	100	80.50
Sister Rose Miriam	100	80.50
Sister Leo Stephen	100	80.50
Wells, Ruby Margaret	100	80.50

C

Hillier, Bertha E.	100	59.80
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Over 20 Years Service

A

MacKay, Georgina M.	100	121.92
Sister Mary Andrea	100	121.92
Sister M. Dolorita	100	121.92
Sister M. Isidore	100	121.92
Sister Mary Josepha	100	121.92
Sister Teresa Vincent	100	121.92

B

Boyd, Christina	93	89.84
Campbell, Flo D.	100	96.60
Campbell, Lizzie M.	100	96.60
Macdonald, Annie J.	100	96.60
Macdonald, Nellie	100	96.60
MacLean, Sarah Agnes	100	96.60
Sister M. Chrysostom	100	96.60

C

MacAulay, Ida Hellier	100	73.60
MacIsaac, Margaret	100	73.60
Smith, Mary Ann	100	73.60

Sister Mary Stephen	100	73.60
Sister Mary Thomas	100	73.60

D

MacInnes, Margaret M.	88	42.50
Nickerson, Margaret J.	100	48.30

NEW WATERFORD

During Frist 5 Years Service

Ac

Sister Francis Louise	100	105.80
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A

Bowden, Nancy Jane	100	87.40
Currie, Ambrose, B.	100	87.40
Gillis, Sadie Louise	100	87.40
Laffin, Mary Francis	100	87.40
Miller, Anna Judith	97	84.78
Purdy, Margaret E.	100	87.40
Sister Mary Alma	100	87.40
Sister Louis Bertrand	100	87.40
Sister Catherine Celine	100	87.40
Sister Mary Clarista	100	87.40
Sister Mary Edgar	100	87.40
Sister Winifred Marie	100	87.40
Sister Mary Olivia	100	87.40

B

Dickson, Muriel Grace	100	71.30
Lewis, Dorothy Irene	100	71.30
MacLeod, Mrs. Ida A.	10	7.13
MacIntyre, Dorothy	100	71.30
Pushie, Erma May	100	71.30
Sister Dorothy Carmel	100	71.30
Sister Elizabeth Clare	100	71.30
Sister Elizabeth Frances	100	71.30
Sister Gabriel Gerard	100	71.30
Sister Mary Jessica	100	71.30
Sister Jean Louise	99	70.59
Sister Christina Marie	100	71.30
Sister Mary Peter	100	71.30

C

Beaton, Cassie	6	3.17
LeDrew, Annie Caroline	100	52.90
Sister Maria Cyprian	98	51.84

Over 5 and up to 10 Years Service

A

Fisher, Victor Atkinson	100	92.00
Gillis, Cecilia Ellen	100	92.00
Sister Mary Leonita	100	92.00

B			Gillis, John J.	100	87.40
Fahey, Theresa C.			Glover, Thomas W.	100	87.40
Lewis, Abby M. I.			Gouthreau, Blowers E.	100	87.40
MacNeil, Sara			Gower, Charles R.	96	83.91
Purdy, Bessie Mae			Grant, Robert B.	100	87.40
Sheldrake, Adelaide			Jackson, Elva Ethel	100	87.40
Sister Rose Irma			Jones, Elsie Mae	100	87.40
Sister Madeline Leo			Kenna, Margaret E.	100	87.40
C			Kinley, Marian C.	100	87.40
Roberts, Mary Caroline			Lewis, Isabel Frances	2	1.75
Kearney, Mrs. C.			MacAdam, Donald M.	10	8.64
Over 10 and up to 20 Years Service			MacAdam, Donald W.	100	87.40
A			McAskill, Norman	100	87.40
Sister Mary Clementina			McCarthy, Winnifred	100	87.40
Sister Julia Teresa			MacIntosh, Margaret B.	100	87.40
B			MacIsaac, Donald J.	15	13.11
Sister Mary Laurentia			MacLean, Mary M.	100	87.40
C			MacLennan, Mildred I.	100	87.40
Laffan, Mary Honora			McLeod, Albert M.	100	87.40
McSweeney, Katherine			MacMillan, Lewis	100	87.40
Sister Marie Irene			Merchant, Nicholas B.	10	8.74
Sister Maria Perpetua			Moore, Mary Genevieve	100	87.40
Over 20 Years Service			Morrison, Annie K.	100	87.40
B			Mould, William	100	87.40
Bowden, Annie			Nolan, Mabel Rose	100	87.40
Nicholson, Mary			North, Melina Pearl	100	87.40
C			Phelan, Mary Eunice	100	87.40
Sister Mary Anthony			Phelan, Owen John	87	76.04
Sister Mary de Pazzi			Sister Helen Vincent	100	87.40
D			Sister Saint Camillus	100	87.40
McNeil, Katie J.			Sister St. Daniel Martyr	100	87.40
CAPE BRETON WEST			Sister St. Hilda Marie	100	87.40
During First 5 Years Service			Smith, Johanna M.	100	87.40
A			Stacey, Lillian E.	100	87.40
Bain, Roddie Grant			West, Euphemia	100	87.40
Buffett, Minnie Maude			B		
Duchek, Augusta Irma			Bain, Florence Alvera	100	71.30
Duchemin, Lloyd A.			Caldwell, Rebecca E.	100	71.30
Francis, Bernadette			Campbell, Marguerite	100	71.30
Fitzgerald, Mary F.			Cann, Ruth Muriel	100	71.30
Fitzgerlad, Margaret M.			Crowell, Vaughan H.	100	71.30
Fortune, Edgar L.			Gillis, Margaret MacR.	96	68.45
			Harris, Barbara F.	15	10.70
			Hollett, Martha Ida	100	71.30
			Huntington, Effie L.	100	71.30
			Horne, Mary Sophia	100	71.30
			Langwith, Anna K.	100	71.30
			Lockman, Bernadette	100	71.30
			Love, Frances Amanda	100	71.30
			MacDonald, Lillian	100	71.30
			Macdonald, Theresa E.	5	3.57
			MacEachern, John J.	72	51.34
			McGowen, Margaret	2	1.43
			MacKenzie, Isabel A.	100	71.30
			MacLean, Horace Y.	100	71.30
			MacLean, Mary	100	71.30
			McLean, Norma E.	100	71.30
			MacNeil, Elizabeth	99	70.59
			MacNeil, Mary M.	100	71.30
			MacPhee, Mary	100	71.30
			Meikle, James E. B.	100	71.30

Percy, Ervie Mary	100	71.30	MacLellan, Sadie E.	100	72.07
Pyke, Marjorie I.	100	71.30	MacMaster, Lucy M.	100	72.07
Sharples, Berna Edith	100	71.30	MacMillan, Mary C.	100	72.07
Sister St. Alexander Marie	98	69.87	Over 5 and up to 10 Years Service		
Sister St. Catherine of the S. H.	100	71.30	Ac		
Sister St. Daniel Marie	100	71.30			
Sister St. Kilda	100	71.30	MacLeod, Nelson B.	98	117.21
Sister Thomas Augustine	100	71.30	A		
Skinner, Olive Alexis	100	71.30			
Taylor, Alice Isobel	100	71.30	Boutilier, Clara Edith	100	92.00
Timmons, Ethel	100	71.30	Bown, Agnes Margaret	100	92.00
Vooght, Valda I.	100	71.30	Cunningham, Martha	100	92.00
Whalen, Mary A.	100	71.30	Dewar, Lolita Bertha	100	92.00
Williams, Dorothy	100	71.30	Duguid, Edwin	100	92.00
Young, Hilda Viola	100	71.30	Francis, Alice Isobel	100	92.00
C			Francis, Hildegard	100	92.00
Carmichael, Jean C.	100	52.90	Gillis, Catherine	100	92.00
Elmourne, William T.	100	52.90	Gouthreau, Olive	100	92.00
Gray, Minnie Ethel	100	52.90	MacAdam, Elizabeth E.	100	92.00
Hines, Marjorie	79	41.79	McConnell, Hazel	100	92.00
Howley, Helen M.	96	50.78	Macdonald, Margaret	100	92.00
Howley, Mary M.	100	52.90	Macdonald, Marie K.	100	92.00
Johnson, Alfreda I.	13	6.87	McDonald, Mary M.	100	92.00
Macdonald, John A.	100	52.90	MacEachen, Daniel C.	100	92.00
MacDonald, Marjorie F.	6	3.17	MacKay, Kathleen	100	92.00
MacDonald, Mary E.	100	52.90	MacKinnon, N. Aldine	100	92.00
MacDonald, Mary I.	99	52.37	MacLeod, Mary B.	100	92.00
MacDougall, Katherine	81	42.84	MacNeil, Maisie	100	92.00
MacIntosh, Georgina B.	99	52.37	Meloney, Margaret M.	100	92.00
MacKinnon, Elizabeth	86	45.49	O'Keefe, John Joseph	100	92.00
MacLellan, Martha C.	86	45.49	Peck, Florence V.	100	92.00
MacMaster, Catherine L.	98	51.84	Petrie, Bernard T.	100	92.00
MacNeil, Mary Agnes	97 $\frac{1}{2}$	51.51	Sarty, Melbourne H.	100	92.00
Macneil, Minnie	96	50.78	Urquhart, Mary F.	100	92.00
Morrison, Archie	90	47.61	Woodill, Roy Bert	100	92.00
Morrison, Dollie	20	10.58	B		
Rudderham, Jessie C.	5	2.64			
Sister Agnes Miriam	100	52.90	Brown, Henrietta F.	100	73.60
Sister Mary Henry	100	52.90	Crawford, Annie	100	73.60
Sister St. Miriam	100	52.90	Ferguson, Florence C.	5 $\frac{1}{2}$	4.05
Williams, Mary C.	100	52.90	Fyfe, Mary Genevieve	100	73.60
D			Heartz, Sophia MacL.	5	3.60
Brewer, Christina McI.	100	34.50	Hickey, Gertrude Ethel	100	73.60
In Assisted Sections			Jefferson, Georgia H.	100	73.60
B			LeBlanc, Catherine J.	5	3.68
Knak, Berta	97	94.23	Lewis, Emma Hopkins	100	73.60
McLean, Mary G.	100	97.13	MacDonald, Mary B.	100	73.60
Morley, Marguerite	95	92.28	McGrath, Mary G.	100	73.60
C			McKenzie, Priscilla C.	100	73.60
Cameron, Helen J.	53	38.19	Mitchell, Josephine	31	22.82
MacDonald, Christena	86	61.97	Morrison, Elizabeth N.	100	73.60
McInnis, Annie Laura	100	72.07	Nicol, Agnes Baird	100	73.60
			Pearo, Bertha Agnes	100	73.60
			Riley, Edith Moore	100	73.60
			Ross, Florence K.	100	73.60
			Sister Ann Gertrude	100	73.60
			Sister Mary Emilita	100	73.60
			Sister Mary Francesca	100	73.60
			Sister M. Gilbert	100	73.60

Sister Mary Rodriguez	100	73.60	MacLean, Jessie B.	100	101.20
Sister Rose Agnes	100	73.60	McLeod, Dolena	100	101.20
Sister Rose Carmel	100	73.60	Ormiston, Amy B.	100	101.20
Sister St. Margaret of Florence	100	73.60	Purcell, Duncan J.	100	101.20
Sister St. Rita	100	73.60	Sister M. Norbert	100	101.20
Sister St. Veronica	100	73.60	Sister M. Ruth	100	101.20
White, Phyllis	48	35.33	Walker, Anna	100	101.20
Williams, Edith Frances	100	73.60			

C

Courage, Nellie Gray	100	55.20
Greenwell, Mary E.	99½	54.93
MacDonald, Christine	100	55.20
MacKenzie, Hilda McK.	3	1.66
MacMillan, Jessie	100	55.20
MacPherson, Abigail	95	52.44
Mann, Pearl B. Read	41½	22.91
Matheson, Eugenie	100	55.20

D

Diggins, Mary Agnes	100	36.80
Lahey, Mrs. Anna Mae	100	36.80
McNeil, Anna Mary	100	36.80
Morrison, Annie	19	6.99

In Assisted Sections

B

Campbell, Christena M.	99	99.26
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C

Cameron, Marion	100	75.20
MacDonald, Margaret	100	75.20
MacNeil, Mary E.	100	75.20
Sister M. Athanasius	13	9.78
Sister Mary St. John	100	75.20

D

MacKinnon, Cecilia	100	50.13
McKinnon, Florence	97	48.63

Over 10 and up to 20 Years Service

Ac

Fraser, Stanley Lawson	100	128.80
Sister Mary Gerard	100	128.80

A

Bannerman, Helen J.	100	101.20
Boyd, Gladys Stephens	2	2.02
Brehaut, Charlotte E.	100	101.20
Campbell, Murray F.	100	101.20
Macdonald, Alice H.	100	101.20
MacEachen, Katherine	100	101.20
MacLean, Frances W.	100	101.20

Alcock, Muriel Gennett	100	80.50
Allen, Harriet Agnes	100	80.50
Campbell, Annie	100	80.50
Farnsworth, Mary E.	100	80.50
Ferguson, Annie E.	100	80.50
Livingstone, Cassie M.	100	80.50
MacLean, Jessie Gunn	100	80.50
MacMillan, Margaret	100	80.50
MacNeil, Mary F.	100	80.50
Sister M. Geraldine	100	80.50
Sister St. Helen Marie	100	80.50
Sister St. John of Beverly	100	80.50
Sister St. John of Sion	95	76.48
Sister St. Mary Agatha	100	80.50
Sister St. Mary Angela	100	80.50
Stuart, Catherine	100	80.50
Timmons, Rosella	100	80.50

C

Boutilier, Frances A.	100	59.80
Buffett, Bessie Rae	100	59.80
Giffin, Susie L.	100	59.80
Laurence, Jennie L.	1	.60
MacDonald, Jane H.	100	59.80
MacDonald, Sarah B.	100	59.80
McDougall, Mary	100	59.80
McIsaac, Bessie	100	59.80
MacLeod, Christine M.	100	59.80
MacNeil, Mary	100	59.80
Morrison, Perle	100	59.80
Nunn, Frances	100	59.80
Rogers, Ada Mabel	100	59.80
Sister Mary Genevieve	100	59.80
Sister St. Catherine of Palanza	100	59.80
Sister St. Charles	100	59.80
Spencer, Dora Leslie	100	59.80
Topshee, Elizabeth	100	59.80

D

McCarthy, Florence C.	14	5.80
McCarthy, Nora M.	100	41.40
Sister St. Elizabeth	100	41.40
Sister St. Thomas a Kempis	100	41.40

Over 20 Years Service

Ac

Ellis, Russel	100	142.80
MacKinnon, Jessie M.	100	156.40

A		
Bissett, Clarence Wm.	100	121. 92
Hamilton, Agnes E.	100	121. 92
Sister St. Andrew	100	121. 92
Sister St. John Fisher	100	121. 92
Sister St. John Nepomucen	100	121. 92
Sister St. Mary of the Ascension	100	121. 92
Sister St. Mary of the Redeemer	100	121. 92
Sister St. Walburga	100	121. 92

B		
Bown, Eleanor F.	100	96. 60
Brown, Elizabeth C.	100	96. 60
Farquharson, Annie	100	96. 60
Gannon, Mary Julia	100	96. 60
Greenwell, Bertha L.	96	92. 74
MacDougall, Jean	100	96. 60
Macintosh, Anna Bell	100	96. 60
Macintyre, Mary E.	100	96. 60
MacMillan, Katherine	100	96. 60
Sister M. Camillus	100	96. 60
Sister St. Bernard	100	96. 60
Sister St. Cyril Martyr	100	96. 60
Sister St. Marie Dolores	100	96. 60
Sister St. Marcella	100	96. 60
Sister St. Mary Michael	100	96. 60
Sister St. Zephrian	100	96. 60
Stalker, Elizabeth J.	100	96. 60
Woodill, Arthur W.	100	96. 60

C		
Fraser, A. Josephine	100	73. 60
MacCormick, Katherine	100	73. 60
MacDonald, Sara	100	73. 60
Martin, Catherine A.	100	73. 60
Moore, Elizabeth	100	73. 60
Sister St. Ann	100	73. 60
Sister St. Casilda	99	72. 86
Sister St. John of Grenada	100	73. 60
Sister St. Margaret	100	73. 60
Sister St. Olga	100	73. 60

COLCHESTER

During First 5 Years Service

A		
Armsworthy, Hazel M.	100	87. 40
Babcock, Elizabeth J.	100	87. 40
Cox, Dorothy B.	100	87. 40
Cox, Harlan M.	100	87. 40
Creelman, Katherine	100	87. 40
Christie, Marjorie A.	100	87. 40
Deane, Grace M.	100	87. 40
Fletcher, Lucy F.	100	87. 40

Fraser, Edna H.	100	87. 40
Fulton, Eva Clara	100	87. 40
Keddy, John Arthur	100	87. 40
MacDonald, G. Lloyd	100	87. 40
MacKay, Annie I.	99	86. 53
MacMackin, Verna L.	100	87. 40
McMullen, Edith S.	100	87. 40
Mosher, Margaret L.	100	87. 40
Murray, Margaret E.	100	87. 40
Nelson, Harry E.	100	87. 40
Pierce, Galen R.	100	87. 40
Roode, Lucille N.	100	87. 40
Roode, Muriel E.	100	87. 40
Shipley, Erwin T.	100	87. 40
Stevens, Muriel B.	100	87. 40
Tattrie, Bernice D.	100	87. 40

B		
Bagnall, Jean Marie	100	71. 30
Brenton, Georgie A.	100	71. 30
Carr, Lillian M.	100	71. 30
Clark, Mary E.	100	71. 30
Congdon, Muriel E.	100	71. 30
Connolly, Mrs. Kathleen	94	67. 02
Crawford, George R.	100	71. 30
Cribb, Carrie May	100	71. 30
Dickey, Margaret A.	100	71. 30
Dunlap, Edith E.	100	71. 30
Fancy, Marjorie	100	71. 30
Farnan, Helen M.	100	71. 30
Fielding, Lillian J.	100	71. 30
Fisher, Agnes J.	100	71. 30
Fletcher, Margaret	100	71. 30
Geddes, Freda L.	100	71. 30
Gibbon, Annie M.	100	71. 30
Giles, Irene V.	100	71. 30
Graham, Grace A.	99	70. 59
Hayden, Newton C.	100	71. 30
Higgins, Greta E.	100	71. 30
Hull, Marjorie K.	86	61. 32
Kerr, Ethel J.	100	71. 30
Knickles, Vera E.	49	34. 94
Layton, Eva J.	100	71. 30
MacKinnon, Mildred L.	100	71. 30
Pulsifer, Bessie	83	59. 18
Wellard, Barbara R.	100	71. 30
Wright, Kathleen M.	100	71. 30
Vincent, Evangeline	100	71. 30

C		
Berry, Lottie Mina	100	52. 90
Brien, Mrs. G. W. R.	81	42. 84
Douglas, Mary E.	100	52. 90
Douglas, Mima A.	100	52. 90
Elliott, Frances E.	100	52. 90
Forbes, Mary Ellen	99½	52. 64
Gould, William Ivan	100	52. 90
Langille, Elta A.	100	52. 90
MacCully, Jennie B.	100	52. 90
McCulloch, Ruth M.	5	2. 64
MacDonald, Dorothy	100	52. 90

MacDonald, Jean P.	24	12. 70
MacEachern, Janie I.	69	36. 50
MacLeod, M. Thelma	100	52. 90
Nelson, Reta Alice	100	52. 90
O'Brien, Muriel Faye	100	52. 90
Sibley, Susie Mae	100	52. 90
Smith, Elizabeth	100	52. 90
Stanford, Geraldine	100	52. 90
Sutherland, Delina M.	100	52. 90
Whidden, E. Jean	100	52. 90

In Assisted Sections**B**

MacKay, Jean E.	100	97. 13
Roode, Hilda S.	100	97. 13

C

Grue, Gertrude M.	100	72. 07
Jackay, Janet Ida	100	72. 07
MacLean, Jessie R.	100	72. 07
Stevens, Mrs. Gordon	100	72. 07
Tattrie, Gladys E.	100	72. 07
Teasdale, Dorothy	98	70. 62
Thompson, Minnie L.	100	72. 07

Over 5 and up to 10 Years Service**A**

Blanchard, Edward	100	92. 00
Jonah, Ada B.	100	92. 00
Mann, Vida E.	100	92. 00
Whidden, Beatrice L.	100	92. 00

B

Anderson, J. Thelma	98	72. 13
Archibald, Hazel N.	100	73. 60
Harris, Elsie M.	100	73. 60
Hill, Ellen J.	26	19. 14
Hopkins, Marion E.	100	73. 60
Langille, M. Thelma	100	73. 60
MacKay, Marie J.	100	73. 60
MacPhee, Hazel R.	100	73. 60
Mills, Anna D.	100	73. 60
Parsons, Ruby K.	100	73. 60
Ramsay, Gladys F.	100	73. 60
Rhind, Ella Jean	100	73. 60
Roode, Jeanette M.	100	73. 60
Short, Cecelia A.	100	73. 60
Sutherland, Dorothy B.	51	37. 54
Thompson, Nettie T.	100	73. 60
Fallas, Freda Lang	100	73. 60
MacLennan, Kathryn	100	73. 60

C

Chisholm, Cassilda J.	100	55. 20
Coulter, Alice H.	100	55. 20
Cox, Lorna Alma	100	55. 20

Hanson, Lillian	100	55. 20
Miller, Claude G.	100	55. 20
Munro, Margaret E.	100	55. 20
Murray, Mrs. W. D.	100	55. 20
Purdy, Lillian M.	100	55. 20
Putnam, E. Pearle	100	55. 20
Spares, Annie E.	100	55. 20
Stevenson, Viola L.	76	41. 95
Wilson, R. Christine	100	55. 20

In Assisted Section**B**

Baillie, Marguerita	100	100. 27
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Over 10 and up to 20 Years Service**A**

Custance, Ena G.	100	101. 20
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B

Barry, Ethel M.	100	80. 50
Cottam, Muriel M.	100	80. 50
Douglas, Helen K.	100	80. 50
Fulton, Elsie L.	100	80. 50

C

Forbes, Mrs. Bella C.	100	59. 80
Lockhart, Lillian	100	59. 80
MacKay, Flossie M.	100	59. 80
Porteous, Susie L.	100	59. 80
Jeffers, Myrtle R.	100	59. 80
Lewis, Delma D.	100	59. 80

D

Hill, Mrs. Hector	100	41. 40
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In Assisted Section**C**

Cook, Lillian M.	100	81. 47
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TRURO**During First 5 Years Service****A**

Doyle, William D. G.	100	87. 40
Burris, John F.	36	31. 47
Jackson, Geraldine J.	36	31. 47
Johnson, Marguerite	100	87. 40
Kent, Muriel Dickey	100	87. 40
MacKenzie, Gladys I.	100	87. 40
Murray, Ada M.	100	87. 40
Wasson, William B.	100	87. 40

B			C		
Bilby, Gladys A.	100	71.30	Jenks, Helen G.	17	10.17
Crawford, Reta M.	27½	19.62	Over 20 Years Service		
Chisholm, Anna E.	100	71.30	B		
Kent, Edith M.	12	8.56	Dickson, Harriet E.	100	96.60
McMullen, Gwynneth	100	71.30	Grant, Annie M.	91	87.91
Feetham, Annie S.	100	71.30	MacCallum, Elveina L.	100	96.60
C			Morgan, Elizabeth E.	100	96.60
Byers, Jean Young	41	21.68	C		
Johnson, Mary McN.	24	12.70	Langille, Annie Mabel	100	73.60
Over 5 and up to 10 Years Service			CUMBERLAND		
A			During First 5 Years Service		
Horton, Cyril Albert	100	92.00	A		
Jackson, Winnifred A.	100	92.00	Bacon, Wendell S.	99	86.53
Jamieson, Edna Pearl	100	92.00	Barkhouse, Winnifred	100	87.40
Langille, Elizabeth	100	92.00	Bigelow, Ruth C. M.	100	87.40
MacIntosh, Barbara	100	92.00	Black, Elsie B.	100	77.40
Wood, Evelyn Jane	100	92.00	Brundage, Frances A.	100	87.40
B			Chapman, Miriam	100	87.40
Chalmers, Doris E.	78	57.41	Drysdale, I. Gordon	100	87.40
Kinsman, Doris A.	100	73.60	Henderson, Mildred A.	100	87.40
Lowe, Mrs. Gladys T.	100	73.60	Johnson, R. W.	100	87.40
McMullen, Margaret G.	100	73.60	Keirstead, Thelma L.	100	87.40
Miles, Dorothy May	100	73.60	Latta, Alexia D.	100	87.40
Over 10 and up to 20 Years Service			Lloyd, Catherine J	100	87.40
Ac			McCann, C. Curtis	100	87.40
Fillmore, Charles L.	100	128.80	MacDonald, Ronald F	99	86.53
Gillis, Mrs. Jessie C.	100	128.80	MacDougall, Ellen C	100	87.40
Goode, James A. D.	100	117.60	MacLeod, Annie	100	87.40
Mosher, Chesley G.	100	128.80	Parker, Jean M	100	87.40
Smith, Margaret Lois	100	128.80	Putnam, James M.	100	87.40
A			Slade, W. R.	100	87.40
Donkin, Reta Sara	100	101.20	Steeves, Maurice B.	100	87.50
Gay, Ethel Sadie	100	101.20	Thompson, H. R.	100	87.40
McLean, Margaret M.	100	101.20	Treen, D. Jean	100	87.40
B			Trueman, Raymond H	100	87.40
Ashton, Mrs. Medora	100	80.50	Walker, Greta G.	100	87.40
Bent, Cynthia Jane	100	80.50	Waugh, Lillian J.	100	87.40
Cavanagh, Vileda G.	100	80.50	Welch, Lorne P.	100	87.40
Corkum, Lola E.	100	80.50	B		
Crowe, Georgia N.	100	80.50	Allen, Glynford	100	71.30
Fullerton, Janet M.	100	80.50	Austin, Z. Claudena	100	71.30
Golds, Helen B.	100	80.50	Bourgeois, Louise I.	100	71.30
Hyson, Hope M.	100	80.50	Brander, Ada	100	71.30
Hyson, Myrna A.	100	80.50	Carruthers, Muriel A.	100	71.30
Mailman, Violet E.	100	80.50	Cavanagh, Patricia	100	71.30
Marshall, Mary K.	100	80.50	Coulter, Jewell	100	71.30
Morris, Mrs. Jessie	100	80.50	Dorey, Mrs. E. B.	100	71.30
			Downing, Helen R.	100	71.30
			Dyas, Marion I.	100	71.30
			Field, Jennie M.	100	71.30

Field, Vivian J.	100	71.30	Ogilvie, Hazel M.	82	43.38
Fowler, Marguerite	100	71.30	Ralph, Vera	100	52.90
Giles, Alice Pearl	100	71.30	Smith, Ruby M.	85	44.96
Gilroy, Helen L.	100	71.30	Taylor, Jeane C.	100	52.90
Graham, Ruth E.	100	71.30	Trenholm, Eileen	100	52.90
Greeno, Beryl S.	33	23.53	Waugh, Lila O.	100	52.90
Hills, Bessie M.	100	71.30	Winter Pearle Irene	100	52.90
Imber, Ethel M.	100	71.30	Young, R. C.	100	52.90
Johnson, Jean M.	100	71.30	In Assisted Sections		
Keillor, Hilda	100	71.30			
Knowlton, O. Alida	100	71.30	A		
Langille, Alice L.	100	71.30	Walsh, Delia F.	100	119.07
Legere, Marion R.	100	71.30	B		
Lorimer, Henrietta M.	100	71.30			
MacKenzie, Mrs. Grace	100	71.30			
MacKenzie, Jean E.	100	71.30	C		
Parker, Robert	100	71.30	Crowley, Mary J.	100	97.13
Patterson, Grace	100	71.30	MacLean, Alice R.	100	97.13
Perry, Phyllis I.	17	12.13	Simpson, Zehra V.	100	97.13
Potter, Lois P.	100	71.30			
Purdy, Mrs. F. M. L.	7½	5.36			
Rogers, Helen A.	100	71.30	Baker, Olive J.	100	72.07
Siddall, Effie C.	100	71.30	Peppard, Winnifred	99½	71.71
Slater, Hazel E.	100	71.30	Scott, Lyla A.	100	72.07
Smith, Dorothy	100	71.30	Skidmore, Eileen	100	72.07
Smith, Minnie A.	100	71.30	Sterling, Jennet	100	72.07
Smith, Ruth	96	68.45	Thompson, Grace	100	72.07
Totten, Ethel B.	100	71.30	Webb, Vera M.	100	72.07
Walker, Kathleen	100	71.30	Over 5 and up to 10 Years Service		
Upham, Jessie E.	100	71.30	Ac		
Winter, Madge A.	100	71.30			
Rushton, Jasper F.	100	71.30			
C			MacKay, Margueirte	100	119.60
Angevine, Mabel G.	100	52.90	Davison, Laura I.	14	16.74
Atkinson, Gladys L.	100	52.90	A		
Baker, Annie M.	100	52.90			
Black, Helen M.	100	52.90			
Black, Myrna O.	100	52.90	D'Orsay, Louise	100	92.00
Boron, Josephine	98	51.84	Chapman, Hilda	100	92.00
Carter, Eva M.	100	52.90	Fullerton, Ida K.	100	92.00
Chapman, Marjorie	100	52.90	MacLean, Annie E.	100	92.00
Colborne, Josie M.	100	52.90	Power, A. Isobel	100	92.00
Como, Freda E.	100	52.90	Wilson, Jean	97	89.24
Crowell, Zeta V.	100	52.90	B		
Fillmore, Mary O.	100	52.90			
Graham, Jessie	100	52.90			
Grant, Kathleen	100	52.90	Blair, Marjorie B.	100	73.60
Greeno, Laura M.	100	52.90	Canfield, Anna B.	100	73.60
Hawkes, Minerva	100	52.90	Colborne, Thelma	100	73.60
Heather, Hazel M.	100	52.90	Copp, Kathleen	100	73.60
Hunter, Irene I.	100	52.90	Downing, Jean A.	100	73.60
Jodrey, Isabel K.	100	52.90	Duffy, G. K.	100	73.60
Knowlton, Romo E.	100	52.90	Geddes, Hazel M.	100	73.60
Langille, Helena	99	52.37	Mattinson, Harley R.	100	73.60
Legere, Anna G.	100	52.90	Morris, Hilda F.	100	73.60
Marsh, Julia S.	100	52.90	Morris, Margaret A.	100	73.60
Mattinson, Edythe A.	59	31.21	MacBurnie, Ethel	100	73.60
MacDougall, M. I.	100	52.90	McCarther, Helen	100	73.60
McIntosh, Isabel M.	100	52.90	MacKay, Ruby	100	73.60
MacLean, Erma N.	100	52.90	O'Connor, Kathleen	20	14.72
MacLeod, Mrs. N. K.	80	42.32	Peel, Jeanne W.	100	73.60
			Potter, Edith J.	100	73.60
			Purdy, Carl A.	100	73.60

C			Lockhart, Estella		100	59.80							
			MacKinnon, Katherine		100	59.80							
Annis, Florence V.			100	55.20	Scott, Annie R.		100	59.80					
Coates, Emma A.			100	55.20	Thompson, Carrie		97	58.01					
Crowley, Pearl M.			100	55.20	Over 20 Years Service								
Davis, Margaret A.			100	55.20	A								
Furlong, Amy A.			100	55.20									
Garvin, Muriel E.			100	55.20	Langille, Emery H.				100	121.92			
Henderson, Margaret J.			100	55.20	B								
King, Greta			100	55.20									
Langille, Della M.			100	55.20									
Legere, Gladys P.			100	55.20	Hunter, Mary A.				100	96.60			
McCann, Hance L.			100	55.20	O'Regan, Ellen A.				100	96.60			
Older, Alfretta			100	55.20	C								
Ralph, Dorothy E.			100	55.20	Boyd, Donnie				100	73.60			
Reid, Muriel M.			100	55.20	AMHERST								
Rogers, Florence V.			81	44.71	During First 5 Years Service								
Slade, Etta M.			100	55.20	A								
Tait, Stella R.			100	55.20									
Thompson, Jennie M.			100	55.20	Andrews, Ralph L.				100	87.40			
D			Archibald, Thomas G.							100	87.40		
Bowser, Viva			100	36.80	Cahill, Kathleen							100	87.40
Greer, Margaret C.			100	36.80	Gallant, Irene C.							100	87.40
Mattinson, Earle, L.			100	36.80	Hogan, Nora							10	8.74
In Assisted Sections			Lusby, Charlotte							100	87.40		
B			McIsaac, James R.							100	87.40		
Allen, Lantz I.			100	100.27	McNair, Donald F.							100	87.40
C			Roome, W. G.							3½	3.06		
Carter, Jessie M.			100	75.20	Over 5 and up to 10 Years Service								
Over 10 and up to 20 Years Service			Ac										
A			Hennessey, Mrs. M. F.							100	119.60		
			McKnight, Elizabeth							100	119.60		
Edwards, Leonard P.			100	101.20	A								
Fitch, Murray E.			100	101.20									
Fraser, Donald			86	87.03	Bryenton, Freda							100	92.00
Mattinson, Mrs. Laura			99	100.19	Curry, Russell Byrns							100	92.00
Reid, Vivian B.			100	101.20	Hennessey, Graham P.							100	92.00
B			Hogan, Sadie B.							100	92.00		
Cameron, John W.			100	80.50	Pipes, Rosamond V.							99	91.08
Charman, Jennie			100	80.50	Trenholm, Mary E.							100	92.00
Gilroy, Leta M.			100	80.50	B								
Harvey, Elizabeth			100	80.50	Arcnibald, Annie A.							100	73.60
O'Regan, Elmer			100	80.50	Blenkhorn, Hazel G.							100	73.60
Rector, Dewis W.			100	80.50	Blenkhorn, Hazel G.							14	10.30
C			(July 31, 1933)										
Baxter, Wilma B.			100	59.80	Over 10 and up to 20 Years Service								
Brooks, N. Marjorie			100	56.80	Ac								
Brown, Mary J.			100	59.80									
Crouse, Alice M.			100	59.80	Lewis, Frances E.							100	128.80
Gates, Alberta E.			100	59.80									

A			Over 5 and up to 10 Years Service		
Dyas, Katherine	100	101.20	Ac		
Fullerton, Sadie R.	92	93.10			
Swetnam, Rachel McK.	100	101.20	Layton, Ivy L.	100	119.60
B			A		
Bryenton, Gladys A.	100	80.50	Adams, Grace M.	100	92.00
Craig, Mary W.	100	80.50			
Martin, Laura S.	100	80.50	B		
Ripley, Georgina R.	100	80.50			
Ripley, S. Avar	100	80.50	Campbell, Kathryn	95	69.92
Over 20 Years Service			Langille, Evelyn	100	73.60
B			Quinlan, Hazel E.	99	72.86
Blanche, Julia A.	100	96.60	Reese, Renovia	98	72.13
Boss, Maude O.	100	96.60	Rooney, Effie G.	98	72.13
Clarke, Adelia M.	100	96.60	Smith, Viva	100	73.60
Craig, Muriel	100	96.60	C		
Gallagher, Adelaide I.	100	96.60	Schurman, Elsie N. E.	100	55.20
Glennie, Edith S.	100	96.60	Over 10 and up to 20 Years Service		
Moss, Winnie	100	96.60	A		
Pugsley, Mary L.	100	96.60			
Webb, Harriett	100	96.60	Moss, Alva	100	101.20
C			B		
Roach, Bessie H.	100	73.60	Boran, Eldridge S.	100	80.50
SPRINGHILL			Campbell, Isabelle	100	80.50
During First 5 Years Service			Gilroy, Mary C.	99½	80.11
A			Hatherly, Mary C.	78	62.79
Gilroy, Jean M.	100	87.40	Jones, Charlotte A.	100	80.50
MacDonald, Jean F.	100	87.40	Moss, Jessie C.	100	80.50
B			Ross, Leida S.	100	80.50
Allbon, Emma M.	100	71.30	Over 20 Years Service		
Campbell, Bertha J.	100	71.30	A		
Campbell, Donald	6	4.28			
Hatherly, Theresa E.	100	71.30	Murray, Annie G.	100	121.92
Hayman, Hannah M.	100	71.30	B		
Swan, Rhoda	100	71.30			
Welton, Mary L.	99½	70.95	Conway, Isabelle H.	100	96.60
McCormick, Kathryn	100	71.30	MacKenzie, Anna J.	100	96.60
O'Brien, Freda	35	24.96	Paul, Gertrude M.	100	96.60
O'Rourke, Eileen K.	99	70.59	DIGBY		
C			During First 5 Years Service		
			A		
Austin, Beatrice	98	51.84			
Canfield, Agnes C.	100	52.90	Anderson, Jean F.	100	87.40
James, Evelyn	47	24.86	Hankinson, William C.	95	83.03
Pettigrew, Geraldine	100	52.90	Thurber, Melford A.	100	87.40
Nelson, Grace E	35	18.51	Gedney, Albert E.	100	87.40

B			B		
Blackford, Eva L.	71	50.63	Adams, Fern	100	73.60
Coggins, Helen L.	100	71.30	Banks, Helen M.	100	73.60
Comeau, Alice M.	100	71.30	Creaser, Marian	100	73.60
Crosby, Seddie	95	67.74	Finigan, Evelyn	100	73.60
Cousins, Rosina	100	71.30	Marshall, Marguerite	100	73.60
Greeno, Harriett V.	100	71.30	O'Brien, Ina L.	100	73.60
Haines, Reynolds A.	100	71.30	Trask, Mrs. B. P.	100	73.60
Hankinson, Clara M.	100	71.30	VanTassell, Dorothy	100	73.60
Marshall, Marjorie	100	71.30	C		
Mullen, Hazel Louise	100	71.30	Powell, Robert B.		
Outhouse, Ena W.	100	71.30	100	55.20	
Outhouse, Melba E.	100	71.30	D		
Specht, Ruth C.	100	71.30	Greeno, Mrs. Annie		
Thorne, D. Louisa	100	71.30	96	35.33	
Thurber, Ronald	100	71.30	Outhouse, Mrs. F.	10	3.68
Turnbull, Mrs. L.	100	71.30	Seeley, Emma E.	75	27.60
Young, Ella G.	99	70.59	In Assisted Sections		
C			C		
Best, Margaret F.	100	52.90	Over 10 and up to 20 Years Service		
Cheney, Ruth G.	100	52.90	B		
Earle, Dorothy	100	52.90	Brooks, Estella M.		
Foster, Evelyn	100	52.90	100	80.50	
Kearnes, Mattie L.	100	52.90	Driffield, Mrs. J.	100	80.50
Porter, Margaret J.	100	52.90	May, Mrs. Jessie P.	17	13.69
Ritchie, Eleanor	100	52.90	Moses, Dorothy M.	100	80.50
Spinney, Agnes C.	100	52.90	Wendell, Mrs. Eva	100	80.50
Theriahult, Cecile M.	100	52.90	C		
Thibideau, Margaret	100	52.90	Geddes, Mrs. Elizabeth		
In Assisted Sections			100	59.80	
B			In Assisted Section		
Elliott, Dorothy	100	97.13	D		
Kenney, Elizabeth	100	97.13	Comeau, Jessie		
Wallis, Florence	98	95.19	100	56.40	
C			Over 20 Years Service		
Hebb, Hazel	100	72.07	Ac		
Melanson, Evelyn	100	72.07	McWhinnie, Elizabeth		
Morehouse, Meredith	96	69.18	100	156.40	
Porter, Mildred B.	100	72.07	B		
Dymond, Inez H.	44½	32.08	Hicks, Blanche G.		
D			100	96.60	
Hill, Georgina	100	47.00	Turnbull, Bessie	100	96.60
Over 5 and up to 10 Years Service					
Ac					
Purdy, F. Courtney	100	119.60			
A					
Tingley, Gerald	100	92.00			

CLARE

During First 5 Years Service

B

Belliveau, Marie A.	100	71.30
Belliveau, M. M.	100	71.30
Comeau, J. Alphonse	100	71.30
Comeau, Leonie M.	100	71.30
Comeau, Marie S. C.	100	71.30
Crosby, Marjorie A.	100	71.30
Doucet, Beatrice M.	100	71.30
LeBlanc, Rosalie M.	98	69.87
Melanson, Estelle M.	100	71.30
Saulnier, Ismay E.	100	71.30
Sister Mary Joseph	100	71.30
Theriault, Simone	100	71.30

C

Buckley, M. Anna	100	52.90
Comeau, M. Adele	100	52.90
Comeau, Priscella	100	52.90
Comeau, Marie Anne	100	52.90
d'Entremont, Theresa A.	99	52.37
Deveau, Ann Marie	100	52.90
Deveau, Dora M.	100	52.90
Gaudet, M. Marguerite	99	52.37
LeBlanc, M. Laura F.	100	52.90
Melanson, Georgina C.	100	52.90
Saulnier, M. Madeline	99	52.37
Sabine, Mrs. Isabel C.	100	52.90

In Assisted Sections

C

Comeau, M. Bernadette	100	72.07
Nickerson, Ruth A.	100	72.07
Sabine, Goldie F.	50	36.03
Thibodeau M. Cecile	100	72.07

Over 5 and up to 10 Years Service

B

Belliveau, M. Amelia	100	73.60
Belliveau, M. Catherine	86	63.30
Cottreau, M. Emelie	100	73.60
Doucet, Rose Helen	99	72.86
LeBlanc, Elizabeth M.	99	72.86
LeBlanc, Ida M.	100	73.60
Maillet, Delina	100	73.60
Reynolds, Grace K.	100	73.60
Saulnier, Lucille M.	100	73.60
Sister Marie Columbiere	100	73.60
Sister Claude Columbiere	100	73.60
Thibault, Mrs. M. A.	100	73.60
Thibodeau, M. Regina	99	72.86

C

Comeau, Catherine	14	7.73
Comeau, Elizabeth M.	100	55.20
Comeau, M. Gertrude	15	8.28
Comeau, M. Margaret	100	55.20
Comeau, M. Rosalie	100	55.20
Minard, Edna W.	100	55.20
Robichaud, M. Celeste	100	55.20
Wagner, Dorothy M.	100	55.20

In Assisted Section

B

Comeau, Clara	100	100.27
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Over 10 and up to 20 Years Service

A

Sister Jean Francis	85	86.02
Sister Marie Juliana	100	101.20
Sister, Marie Noella	100	101.20

B

Comeau, Madeline M.	100	80.50
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C

LeBlanc, M. Estelle	100	59.80
Sister Joseph Marie	100	59.80

In Assisted Section

C

Parry, Mrs. M. A.	95	77.39
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Over 20 Years Service.

C

Doucet, M. Adele	100	73.60
Sister Marie Elise	100	73.60

GUYSBOROUGH

During First 5 Years Service

A

Clancy, Patricia Maude	100	87.40
Harrington, Eleanor M.	24½	21.42
Hennigar, Marjorie Alice	100	87.40
Jost, Dorothy Sinclair	100	87.40
Lewis, Orlo Ellis	100	87.40
Longley, Charles S.	100	87.40
Matheson, Janet Isabel	100	87.40
Macdonald, Annie L.	100	87.40
Macdonald, Hazel Emily	100	87.40

MacKenzie, John Hugh	100	87.40
MacLean, Mary Agnes	100	87.40
O'Neil, Anthony Francis	100	87.40
Osborne, Ethelyn	77	67.30
Sutherland, Joseph D.	100	87.40
Weir, Hazel Marguerite	86	75.17

B

Armsworthy, Alice M.	100	71.30
Duguid, Marion Kelman	100	71.30
Freeman, Helen Cox	100	71.30
Hunson, Minnie G.	100	71.30
Hushard, Marion J.	14	9.98
MacCara, Mary Estelle	72	51.34
MacDougall, Hazel V.	100	71.30
MacKeen, Helen B.	100	71.30
O'Hara, Beatrice Lillian	100	71.30
Reid, Ellen Blanche	100	71.30
Tobin, Alice Eugene	100	71.30

C

Anderson, Florence W.	100	52.90
Burke, Mary Frances	100	52.90
Cameron, Margaret E.	100	52.90
Carter, Effie Mae	99	52.37
Cleary, Kathleen Helen	100	52.90
DeCoste, Mary Frances	100	52.90
Forbes, Alma Rose	100	52.90
Gillie, Myrtis Beryl	100	52.90
Hemlow, Helen Fay	100	52.90
Keillor, Lois Amelia	99	52.37
Kelly, Mary Elizabeth	100	52.90
Landry, Jeanette F.	100	52.90
Lawlor, Helen Annie	94	49.73
LeBlanc, Agnes D.	100	52.90
Mason, Eva Muriel	100	52.90
Reynolds, Haldane H.	13	6.87
Vienneau, Flora P.	43	22.74

In Assisted Sections

B

Beaton, Mary Janet	100	97.13
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C

Flaherty, Edna Mary	100	72.07
Hayden, Jennie A.	100	72.07
Luddington, Lizzie M.	71	51.16
O'Connor, Margaret J.	100	72.07
Phalen, Teresa Isabelle	99	71.34
Prosper, Michael	100	72.07
Worth, Mrs. Evelyn K.	100	72.07
Worth, Nellie Olive	85	61.25

D

Davis, Emily Christine	100	47.00
Skinner, Adolphus F.	100	47.00

Over 5 and up to 10 Years Service

A

Burns, Kathleen E.	100	92.00
Fraser, Donald Culton	100	92.00
Robertson, Anna E.	100	92.00

B

Doyle, Frances L.	100	73.60
Duncan, Mrs. Annie M.	100	73.60
Dunphy, Clifford R.	99	72.86
Horton, Lillian May	100	73.60
MacIsaac, Flora May	92	67.71

C

Carter, Agnes Stella	99	54.65
Carter, Ethel Amanda	100	55.20
Connolly, Isabel C.	100	55.20
Ehler, Margaret W.	100	55.20
Marchand, Marie E.	100	55.20
Murphy, Johannah M.	100	55.20
Pellerin, Ernest F.	100	55.20
Sullivan, Mary C.	18	9.94

In Assisted Sections

C

Baker, Grace M.	94	70.69
George, Lillian Rose	100	75.20
Hart, Maude Hilda	100	75.20
LeBlanc, Marie Adele	100	75.20

D

Sullivan, Mrs. Mary E.	100	50.13
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Over 10 and up to 20 Years Service

A

Meagher, Catherine H.	90	91.08
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B

Fanning, Mrs. Fred.	100	80.50
Tobin, Hilda M.	100	80.50

C

Crooks, Phoebe May	14	8.37
Lawlor, Hilda Loretta	100	59.80
Walsh, Mrs. Daisy M.	100	59.80

In Assisted Sections

B

Hadley, Carrie M.	100	109.67
Miller, Almira L.	100	109.67

D			B		
Cameron, Angus J.	100	56.40	Cameron, Katherine A.	100	73.60
Over 20 Years Service			Hay, Bessie Matilda	100	73.60
C			Mason, Irene Evelyn	96	70.66
Forbes, Emma Jane	100	73.60	Mitchell, Marion J.	100	73.60
Goodwin, Leda Myrtle	100	73.60	D		
ST. MARY'S			Henderson, Donelda L.	100	36.80
During First 5 Years Service			McLean, Euphemia J.	100	36.80
A			In Assisted Section		
Ashley, Ora Lulu	100	87.40	C		
Cameron, Graham F.	100	87.40	McKeen, Viola Agnes	100	75.20
Harlow, John Russell	100	87.40	HALIFAX COUNTY		
Kinley, Mary Lucile	100	87.40	During First 5 Years Service		
B			A		
Graham, Bernice E.	100	71.30	Anderson, Muriel G.	100	87.40
Henderson, Helen W.	100	71.30	Berridge, Stanley L.	100	87.40
Teasdale, Elsie Jean	100	71.30	Bezanson Isabel E.	100	87.40
Ross, Elinor M.	100	71.30	Bragg, Phyllis M.	100	87.40
C			Campbell, Mary A.	100	87.40
Cameron, Rose T.	100	52.90	Carter, Chesley M.	100	87.40
Carter, Auldon B.	100	52.90	Conrad, Ethel B.	100	87.40
Hadley, George G.	100	52.90	Cox, Mildred M.	68½	59.88
Hattie, Elsie Frances	100	52.90	Conrad, Arthur T.	100	87.40
Kaiser, Mrs. Russell	100	52.90	Ernst, Hazel G.	100	87.40
MacPhee, Edith E.	100	52.90	Fallas, Nita	100	87.40
Sangster, Virginia F.	98	51.84	Fenerty, Jessie I.	100	87.40
Spanks, Viola Clare	76	40.20	Hewat, Florence A.	70	61.18
Vaughan, Agnes V.	100	52.90	Hill, Olive C.	94	82.16
D			Lingley, Lewis L.	100	87.40
McLane, Mary C.	100	34.50	Longley, Richmond W.	100	87.40
In Assisted Sections			Lydiard, Norma McL.	100	87.40
A			Morton, Helen M.	100	87.40
Logan, Catherine Rose	44	52.39	Murray, Donald H.	97	84.78
C			MacCallum, Robert S.	94	82.16
Gammon, Viola R.	33	23.77	MacMillan, Olive J.	100	87.40
Kaiser, Hilda Maude	100	72.07	Ripley, Edith N.	100	87.40
MacDonald, Florence A.	100	72.07	Thomson, Clarence C.	100	87.40
Sangster, Emily R.	100	72.07	Warr, John Freeman	100	87.40
Over 5 and up to 10 Years Service			Wilson, Beatrice B.	100	87.40
A			B		
Moxsom, Margaret B.	90	82.80	Adlington, Annie S.	17	12.13
			Brenton, Freda A.	100	71.30
			Bruce, Audrey L.	100	71.30
			Davidson, Mabel M.	19	13.55
			Gillis, Mary M.	100	71.30
			Geldart, Doris W.	99	70.59
			Gould, Margaret C.	100	71.30
			Grant, Christopher D.	100	71.30
			Hankey, Bertha M.	100	71.30
			Higgins, Ena M.	100	71.30
			Kennedy, Marie E.	100	71.30

Kidston, Marjorie B.	100	71.30	Jewers, Mary M.	76	26.22
Lovett, Frances B.	100	71.30	Morgan, Joyce	100	34.50
Mushkat, Lawrence S.	100	71.30	Taylor, Vernon F.	100	34.50
McCleave, Jennie	100	71.30	In Assisted Sections		
McCullough, John H.	100	71.30	A		
McCurdy, Mary C.	100	71.30			
McCarthy, Jessie E.	14	9.98			
MacFetridge, Greta	100	71.30			
MacLean, Katherine I.	100	71.30	Lucas, Muriel M.	100	119.07
Nauss, Hilda L.	100	71.30	MacKay, Mary C.	100	119.07
Robson, Edna P.	100	71.30	B		
Siteman, Ruth M.	100	71.30			
Smith, Rebekah Jean	100	71.30			
Veinotte, Mary C.	100	71.30	Nickerson, Evelyn	92	89.37
Vincent, Janet P.	100	71.30	Reid, Olive I.	100	97.13
White, Lillian M.	100	71.30	Webster, Alma E.	100	97.13
			Wilkinson, John M.	100	97.13
C			C		
Archibald, Frances L.	100	52.90			
Bollong, Emily A.	100	52.90	Leask, Lillian L.	60	43.24
Bonn, Margaret C.	100	52.90	Peveril, Mabel D.	63	45.39
Cleveland, Amy	100	52.90	Smith, Nora E.	100	72.07
Conrod, Mary M.	100	52.90	White, Portia M.	39	28.10
Currie, Evelyn	100	52.90	D		
Dunbrack, Juanita	100	52.90			
Dow, Alice L.	95	50.28			
Eisenhauer, Lena	100	52.90	Coady, Muriel	67	31.48
Elderkin, Jean	100	52.90	Grady, Helen F.	97	45.58
Farnell, Hazel Jean	100	52.90	States, Patricia	100	47.00
Grady, Dorothy L.	100	52.90	Waldron, Marie	90	42.30
Grant, Mary I.	100	52.90	Over 5 and up to 10 Years Service		
Harvey, Margaret	100	52.90	A		
Henry, Bernard M.	100	52.90			
Irvine, Mary Grace	100	52.90	Cruickshank, Jessie	100	92.00
Lively, Lillian M.	100	52.90	Davis, Russell Finley	100	92.00
Misener, Pearl E.	100	52.90	Dechman, Emma	100	92.00
Myatt, Florence S.	82	43.38	King, Margaret E.	100	92.00
McDonnell, Mary L.	100	52.90	McCurdy, Mrs. J.	100	92.00
McGregor, Loretta P.	100	52.90	MacFetridge, Jessie	100	92.00
McKeen, Dorothy	100	52.90	MacMaster, Mary C.	100	92.00
Paley, Doris	99	52.37	Stacey, Mayme J.	94	86.48
Pettipas, Frances	100	52.90	B		
Purchase, Kathleen	98½	52.11			
Pye, Amy R.	100	52.90			
Reynolds, Helena	91	48.13			
Roast, Mary L.	100	52.90	Allen, Eva Mabel K.	100	73.60
Rose, Jennie M.	100	52.90	d'Entremont, Celestine	100	73.60
Smiley, Frances A.	100	52.90	Davidson, Ruth	5	3.68
Smiley, Mabel M.	100	52.90	D'Orsay, Cassie	29	21.34
Smith, Anna G.	100	52.90	Fulton, Effie M.	100	73.60
Smith, Jennie G.	100	52.90	Grant, Anna Marie	100	73.60
Smith, Kathryn	90	47.61	Knight, Mary A.	100	73.60
White, Vera B.	100	52.90	LaPierre, Ada	100	73.60
Taylor, Eleanor M.	100	52.90	Lukeman, Margaret	100	73.60
Williams, Beula M.	100	52.90	Milner, Lillias A.	100	73.60
Young, Gerald E.	100	52.90	MacDonald, Margaret	100	73.60
Young, Inez V.	100	52.90	MacPherson, Isabel M.	100	73.60
Brennan, Hazel V.	100	52.90	Ross, Earl Grey	100	73.60
D			Schultz, Eleanor M.	100	73.60
Boutilier, Mildred E.	82	2.298	Scott, Bertha V.	100	73.60
Jefferson, Mrs. Selena	99	34.15	Sister Marie Edwina	100	73.60

Thompson, Ruby M.	100	73.60
Withrow, Mamie	100	73.60
Woodworth, Florence	100	73.60

C

Benjamin, Marion	100	55.20
Blaxland, Marjorie V.	100	55.20
Cameron, Eva C.	100	55.20
Coulter, Alma E.	100	55.20
McCurdy, Ruth	100	55.20
Rhind, Florence	100	55.20
Siteman, Aileen G.	100	55.20
Tobin, Ada B.	100	55.20

D

Quigley, Helena C.	100	36.80
Young, George R.	100	36.80

In Assisted Sections

B

Heffler, Hazel M.	100	100.27
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C

Aikenhead, Annie J.	100	75.20
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Over 10 and up to 20 Years Service

Ac

Ross, Florence E.	100	128.80
White, J. Mabel	100	128.80

A

Fougere, Timothy A.	100	101.20
Gargan, Lucy B.	100	101.20
Keddy, Kenneth A.	100	101.20
Knickle, Kathleen I.	57	57.68
Sister M. Beatrix	100	101.20

B

Anderson, Carrie G.	100	80.50
Aubin, Minetta	100	80.50
Countway, Virginia	100	80.50
Hamm, Ruby K.	100	80.50
Huggan, Mildred I.	100	80.50
Mackay, Katherine	100	80.50
Romans, Ina F.	100	80.50
Smith, Gladys	9	5.38
Sarty, Gordon H.	100	80.50
White, Edith May	100	80.50

C

Blair, Ethel G.	99½	59.50
Deal, Ellen K.	100	59.80
Gaetz, Gertrude	100	59.80

Gates, Nora E.	96	57.41
Lay, Marguerite	100	59.80
LeRoux, Frances	100	59.80
Nelson, Florence B.	95	56.81
Pace, Delilah M.	100	59.80
Shaffleburg, Laura B.	100	59.80
Siteman, Laura	98	58.60
Smith, Eileen M.	91	54.42
Thomas, Sadie E. S.	100	59.80
Wright, Bertha E.	100	59.80

D

Marriot, Ida M.	100	41.40
Myra, Blanche M.	100	41.40

n Assisted Sections

C

Sinclair, Margaret P.	96	78.21
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D

Jollymore, Cecilia M.	100	56.40
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Over 20 Years Service

C

LaPierre, Mary A. T.	100	73.60
MacCarthy, Katherine	100	73.60
Turner, Mrs Ray May.	100	73.60

D

Warner, Mary	100	48.30
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HALIFAX CITY

During First Years Service

Ac

Blois, Evelyn C.	100	105.80
Meagher, Blanche M.	100	105.80

A

Allen, Charles R. K.	98	78.22
Burnham, Edythe H.	84½	73.86
Cable, Mme. Madeline	100	87.40
Cameron, Marion F.	100	87.40
Carroll, L. Katherine	20	17.48
Chisholm, Bernice E.	100	87.40
Corrigan, Pauline B.	26	22.73
Crichton, Margaret R.	100	87.40
Crockett, J. Everett	100	87.40
Curtis, Elsie E.	100	87.40
Davidson, Marjorie L.	97	84.78
DeMone, Jean L.	47	41.08
Dockrill, Margaret H.	19½	17.05
Douglas, J. Clyde	100	87.40

Doyle, Kathleen G.	100	87.40	B	
Drysdale, Ruby C.	98	85.66		
Evans, George R.	100	87.40	Burgoyne, C. Marie	100 71.30
Fleming, M. Josephine	100	87.40	Clark, Marie Louise	61½ 43.86
Fraser, H. Roy	100	87.40	Cooke, Helen M.	100 71.30
Gardner, Jean A.	100	87.40	Davidson, Mabel M.	8 5.70
Goudey, Robert A.	1	.87	DesBrisay, Ella P.	100 71.30
Hewat, Florence A.	29	25.35	Jemmott, Gordon T. C.	100 71.30
Hannon, Leonard B.	100	87.40	Murphy, Margaret	44 31.37
Harris, Edna M. M.	83	72.55	McCarthy, Jessie E.	38½ 27.45
Hefferman, Clarence P.	100	87.40	Sister Mary of the Angels	100 71.30
Hills, Dorothy E.	100	87.40	Sister Agnes Bernadette	96 68.45
Houlihan, Florence G.	100	87.40	Sister Charles Garnier	100 71.30
Irwin, C. Blanche	98	85.66	Sister Mary Ida	100 71.30
James, Sister Teresa	100	87.40	Sister Agnes Louise	100 71.30
Johnson, Enid E.	100	87.40	Sister Joseph Michael	100 71.30
Kaye, Dorothy C.	18	15.73	Sister Anthony of Padua	100 71.30
Keating, Maurice E.	100	87.40	Sister Margaret Vincent	100 71.30
Kerr, Alice M. A.	24	20.98	Taylor, Carl E.	100 71.30
Lahey, Mme. Margaret	100	87.40	Zinck, Inez I.	100 71.30
Lanigan, Mme. M.	100	87.40	Zwicker, E. M. Marie	99 70.59
Liffiton, Mme. D. M.	100	87.40	C	
Longard, Gladys B.	18½	16.17		
Margeson, Doris G.	99	86.53	Eisenhauer, B. M. C.	11 5.81
Meagher, Aileen A.	33	28.85	D	
Miller, Pauline A.	100	87.40		
Mitchell, Clara B.	100	87.40	Brother Matthias	100 34.50
Mont, Janet A.	100	87.40	Over 5 and up to 10 Years Service	
Moors, Mildred I.	100	87.40	Ac	
Morrison, Jean L.	100	87.40		
Morson, Mildred	2	1.75	Burns, Eveleen L.	100 119.60
Murphy, A. Claire	100	87.40	Hanifen, M. Katherine	100 119.60
Mushkat, Alice R.	98	85.66	Irwin, Dorothy M.	98 117.21
McElhinney, Evelyn F.	95	83.03	Mackey, Marguerite	97 116.01
MacGrath, M. C.	100	87.40	Sister Marie Clotilde	100 119.60
MacKay, Alex. B.	4	3.50	Weir, Harold A.	96 114.82
McGuiggin, Mme. C.	100	87.40	Wheatley, Herbert F.	100 119.60
McQuillan, M. Irene	98½	86.10	A	
Parker, F. Thomas	99	86.53		
Preston, Margaret M.	99½	86.97	Brown, Mabel H.	95 87.40
Rankin, Murray MacG.	100	87.40	Callan, Elizabeth F.	100 92.00
Sheehan, Eileen F.	1½	1.31	Campbell, Ruth E.	100 92.00
Stokes, R. Delphine	100	87.40	Colquhoun, Marjorie G.	100 92.00
Story, Mme. Ursula	100	87.40	Cooper, Frances R.	100 92.00
Sullivan, Thomas T.	100	87.40	Cramm, Herbert, (July	
Sister Anne Catherine	100	87.40	31, 1933)	10 9.20
Sister Dorothy Clare	98	85.66	Curtis, Jean M.	100 92.00
Sister Miriam de Lourdes	100	87.40	Daine, A. Elizabeth	100 92.00
Sister Marie Eustella	99	86.53	Freeman, M. Elizabeth	100 92.00
Sister Mary Justa	100	87.40	Gesner, Gladys M.	97 89.24
Sister Anna Marie	100	87.40	Hamer, Richard	23 21.16
Sister Gertrude Marie	100	87.40	Hayes, Margaret M.	100 92.00
Sister Marilla	12	10.49	Hayes, Gerald A.	99 91.08
Sister Rita Mary	99	86.53	Inglis, Maude F.	100 92.00
Sister Teresa Mary	100	87.40	Jensen, Evernia	99 91.08
Sister Rose Teresa	100	87.40	Johnson, Althea D.	100 92.00
Sister Catherine Vincent	100	87.40	Mitchell, Ida I.	100 92.00
Sister Rita Angela	100	87.40		
Theakston, Evelyn M.	6	5.24		
Thompson, Evelyn M.	100	87.40		
Vail, Pansy B.	100	87.40		

Mont, E. Christina	98	90.16	Horsfall, Zaidee T.	100	128.80
MacFarlane, Isabel R.	100	92.00	Marshall, Ralph E.	100	117.60
Naylor, Barbara E. C.	96	88.32	Sister Rose Catherine	100	128.80
Parker, C. Edna	95	87.40	Sister Francis d'Assisi	100	128.80
Peverill, Mary E.	99	91.08	Sister Louise Florence	100	128.80
Price, Harold B.	100	92.00	Sister Marie Raphael	97	124.94
Read, C. Eunice	100	92.00			
Seaman, Frank A.	100	92.00	A		
Shaw, Jean A.	100	92.00			
Sister Mary Benigna	100	92.00	Berringer, Ross J.	100	101.20
Sister Maria Bernard	98	90.16	Blenkhorn, Ida M.	100	101.20
Sister Mary Charlotte	100	92.00	Bond, Marion	98	99.18
Sister Catherine Clare	100	92.00	Clancy, Edna M.	100	101.20
Sister Rita Clare	4	3.68	Codie, Mme. Teresa	100	101.20
Sister Mary de Lourdes	100	92.00	Curtis, Dorothy E.	100	101.20
Sister Mary Eleanor	100	92.00	Gleeson, Jerrine M.	100	101.20
Sister Mary Florian	100	92.00	Harris, Jean G.	99	100.19
Sister Marian Gertrude	100	92.00	Hawes, Marjorie C.	97	98.16
Sister Francis Josephine	100	92.00	Henrion, Mme Catherine	100	101.20
Sister Mary Vincentia	100	92.00	King, Bertha D.	100	101.20
Smith, E. Grace	100	92.00	Lindsay, Harriet L.	86	87.03
Wall, Margaret C.	98	90.16	Lispett, Beryl S.	100	101.20
Zinck, Margaret M.	98	90.16	Masters, Gladys M.	100	101.20
			MacCalder, C. Mabel	100	101.20
B			Macdonald, Helen M.	99	100.19
			McManus, Marie A.	100	101.20
Cooper, Muriel I.	76	55.94	Oakes, Mabel V.	98	99.18
DeWolf, Jean M.	100	73.60	Peart, Ada H.	100	101.20
Dockrill, Claire A.	100	73.60	Sister Teresa Agnes	100	101.20
Ettinger, Albro E.	100	73.60	Sister Mary Aquin	100	101.20
Johnson, Vivian M.	100	73.60	Sister John Bernard	100	101.20
Marshall, Mary E.	100	73.60	Sister Madeline Clare	100	101.20
Maskell, Muriel P.	100	73.60	Sister Mary Clarita	100	101.20
Moren, Beulah M.	100	73.60	Sister Marie deChantal	100	101.20
McCarthy Catherine M.	97	71.39	Sister Regina deLourdes	100	101.20
Parsons, Guy H.	99	72.86	Sister Maria Edmund	100	101.20
Parsons, Veronica M.	94	69.18	Sister Miriam Magdalen	100	101.20
Raine, Hilda M.	100	73.60	Sister Stella Maria	100	101.20
Sister Mary Clare	100	73.60	Sister Mary Michael	100	101.20
Sister Mary Evangelist	100	73.60	Sister Mary Raphael	100	101.20
Sister Mary of Good			Sister Agnes Vincent	100	11.20
Counsel	100	73.60	Smith, Anna K.	95	96.14
Sister Mary John	100	73.60	Smyth, Dorothy P.	100	101.20
Sister Ita Joseph	100	73.60	Stoddard, Jennie A.	99	100.19
Sister Madeleine Paula	100	73.60	Stone, Mary G.	100	101.20
Siteman, Gretchen J.	96½	71.03	Thomas, E. Blanche	97	98.16
Smith, Roxanna R.	56	41.22	Wambolt, Victoria A.	100	101.20
			Warner, Irene E.	100	101.20
C			B		
MacCormick, Phyllis C.	100	55.20			
Over 10 and up to 20 Years Service					
Ac					
Burns, Eileen M.	100	128.80	Armitage, F. Mary	100	80.50
Coolen, Frederick W.	100	117.60	Carmichael, Agnes F.	100	80.50
Creighton, Lois S.	100	128.80	Custance, Louise L.	100	80.50
Cunningham, Austin W.	100	117.60	Foley, Irene M.	100	80.50
Haines, Hubert Y.	100	117.60	Greenwood, M. Muriel	100	80.50
Harris, Clyde V.	100	117.60	Herman, Edith M.	100	80.50
Henry, Jessie E.	100	128.80	Leslie, Olive J.	100	80.50
			Mortimer, Jane W.	82	66.01
			Moseley, Mabel C.	100	80.50
			Murray, Agnes M.	99½	80.11
			MacDougall, Minnie V.	99	79.70
			McGrath, Annie M.	99	79.70

MacKenzie, Blanche M.	100	80.50	Henry, Ella K.	100	96.60
MacLeod, Jean G. H.	100	80.50	Kedy, Elva M.	100	96.60
Pace, Jennie I.	100	80.50	Kent, M. Alice	100	96.60
Pearl, Kathleen E.	100	80.50	Kennedy, Gladys B.	100	96.60
Prikler, Cordelia	100	80.50	Kennedy, Winifred M.	100	96.60
Rand, Harriette Z.	100	80.50	Kenney, Mary B. D.	98½	95.16
Robinson, Stewart	100	80.50	Lockward, Grace E.	99	95.63
Shatford, Ethel M.	100	80.50	MacKinnon, John J.	99	87.31
Sister Mary Aloyse	100	80.50	MacLean, Annie	100	96.60
Sister Mary Cecilia	100	80.50	McNeil, Bessie J.	100	96.60
Sister Rose Cecilia	97	78.09	O'Brien, Mary A.	97	93.70
Sister Agnes Loyola	100	80.50	Publicover, Lila D.	100	96.60
Sister Mary Marcellus	74	59.57	Rankine, Annie B.	100	96.60
Toomey, Fanny H.	100	80.50	Sheilds, Ella G.	100	96.60
Warner, Edna B.	100	80.50	Sister Maria Concepta	100	96.60
Wilson, Jennie I.	99	79.70	Sister Mary Ernestine	100	96.60
Wright, Annie C.	100	80.50	Sister Mary Florence	100	105.00

C

Glass, Rose G. 100 59.80

Over 20 Years Service

Ac.

Blois, H. Hope	100	142.80
Butler, George K.	100	142.80
Cummings, Edward	97	151.71
Fleming, Martha H.	100	156.40
Matheson, Donald J.	100	142.80
Morehouse, Fred G.	100	156.40
Phelan, Frederick J.	100	142.80
Rudolf, A. Mary	14	21.90
Sister Maria Berchmans	100	156.40
Sister Marie	100	156.40
Sister Marie Rosaire	100	156.40

A

Clark, Lillian G.	100	121.92
Distant, Mary L.	97	118.27
Douglas, Havelock G.	100	111.34
Fry, Beatrice E.	100	121.92
Parker, Sophia D.	99	120.71
Pye, Eva C.	100	121.92
Tolson, Elizabeth A.	98½	120.09
Sister Maria Cecilia	100	121.92
Sister Mary Clement	100	121.92
Sister Mary Ethelbert	100	121.92
Sister Teresa Joseph	100	121.92
Sister Mary Leontine	100	121.92
Kelly, Mme. Margaret	100	121.92

B

Allen, Edith M.	100	96.60
Bowlby, Jessie I.	100	96.60
Conrad, Ethel M.	100	96.60
Davies, Kathleen	100	96.60
Fox, Arthur D.	99	87.31
Gallager, V. Louise	100	96.60
Harlow, Agnes O.	100	96.60

C

Cameron, Mary T.	97	71.39
Flick, Margaret M.	96	70.66
Hartling, Nettie J.	71	52.26
Johnston, Isabelle J.	100	73.60
Martin, M. Isabel	100	73.60
Mitchell, Lillie F. J.	100	73.60
Rockett, Margaret M.	100	73.60
Sister Mary Rodriguez	100	73.60
Sister Mary Rita	100	73.60
Wells, Clara	99	72.86
Woodroffe, Laura L.		
Estate of	95	69.92

D

Brother Patrick 100 48.30

DARTMOUTH

During First 5 Years Service

A

Clarke, Ross Logan	100	87.40
Hebb, Anne Joyce	19	16.61
Kohout, John	100	87.40
Lawson, Wilfred P.	100	87.40
Marsters, John F.	100	87.40
Purcell, Nina M.	100	87.40
Smith, Charlotte H.	99	86.53

B

Buffett, Edith H.	100	71.30
Leslie, Jean O.	5½	3.93
Norris, Dorothy B.	81	57.76
Otto, Maude E.	100	71.30

C		
Young, Margaret R.	39	20.63

Over 5 and up to 10 Years Service

Ac		
Forsyth, Ian Keith	99	118.40
MacNamara, Mary E.	100	119.60

A		
Eisenor, Elsie Jean	100	92.00
Forsyth, Marion L.	100	92.00
Harvey, Alice	15	13.80
Myatt, Margaret F.	100	92.00
Williams, Ethel	16	14.72

B		
Conrod, Marion F.	100	73.60
Ernst, Pearl M.	100	73.60
Gervais, Gladys L.	100	73.60
Hutchinson, Frances	99	72.86
Martin, M. Agnes	100	73.60
Vincent, Vera Beryl	98	72.13

Over 10 and up to 20 Years Service

A		
Quinlan, Clara G.	100	101.20

B		
Corkum, Florence J.	98	78.89
Harrison, Ethel W.	100	80.50
Macdonald, Flora Anne	98	78.89
Silver, Effie S.	100	80.50
Sutherland, Margaret	97½	78.50

C		
Elliott, Ruth	95	56.81

Over 20 Years Service

Ac		
Beazley, Grover C.	100	142.80

A		
Beazley, Abby B.	100	121.92
DeVan, Nano	100	121.92
Hiltz, Ethel M.	92½	112.78

B		
Acker, Hattie E.	100	96.60
Auld, Margaret E.	100	96.60
Christie, Margaret A.	100	96.60

Gates, Lena M.	90	86.94
Hiltz, Adelaide S.	89½	86.46
Noonan, Gertrude	100	96.60
Oakley, Alice P.	98½	95.16

C

Murray, Bertha J.	86	63.30
McLeod, Beatrice	100	73.60

HANTS EAST**During First 5 Years Service**

A		
Crawford, Pearl E.	100	87.40
Miller, Robert L.	100	87.40
McLellan, Electa Jean	100	87.40
Perry, Weyman G.	100	87.40
Putnam, Ella M.	100	87.40

B		
Gorman, Laura M.	100	71.30
Hennigar, Edna M.	100	71.30
Longley, Carrol C.	100	71.30
MacDonald, Mary E.	100	71.30
MacLellan, Mary E.	100	71.30
Mattinson, Ola M.	100	71.30
Robinson, Jennie M.	100	71.30

C		
Anthony, Horace	100	52.90
Barclay, Coral E.	100	52.90
Barker, Beatrice V.	100	52.90
Crowe, Elta Clare	100	52.90
Dickie, Martha A.	100	52.90
Frame, Bertha E.	58	30.68
Gorman, L. Anna M.	100	52.90
Grant, Margaret E.	92½	48.94
Harvey, O. Leslie	100	52.90
Heather, Dorothy B.	100	52.90
McIntyre, Katherine	100	52.90
MacKenzie, Hazel	100	52.90
Richards, Marion P.	99	52.37
Sanford, Alice R.	100	52.90
Scott, Mary P.	100	52.90
Smith, Mildred	100	52.90
Stevenson, Dorothea A.	100	52.90
Stewart, Byron	100	52.90
Thompson, Elsie M.	100	52.90
Withrow, Mrs. Seth	96	50.78

In Assisted Sections

A		
Smith, Burpee C. M.	100	119.07

C		
Cox, Gertrude C.	100	72.07
Hilchey, Mary E.	100	72.07
Ingram, Alta J.	69	49.72
Kitchen, Kathleen M.	100	72.07
White, Ruby B. S.	100	72.07

Over 5 and up to 10 Years Service

A		
Hemlow, Joyce	100	92.00
Wiles, Willa M.	100	92.00

B		
Fleming, Olive M.	100	73.60
Hamilton, Marion L.	100	73.60
MacDonnell, Emma	100	73.60
Mackie, Gladys K.	97	71.39
O'Brien, Jennie Ethel	100	73.60
Stewart, Verna M.	100	73.60
Wallace, Isabel H.	100	73.60
Wallace, Ruth W.	100	73.60
Woodworth, Annie	100	73.60

C		
Cameron, Frances P.	100	55.20
MacKenzie, M. J.	100	55.20
Sutherland, Margaret	36	19.87
Weatherhead, Gertrude	100	55.20
Withrow, Earl G.	4	2.21
Young, Florence L.	100	55.20

D		
Barron, Thelma L.	7	2.58
Clark, Edith M.	100	36.80

In Assisted Section

B		
MacAloney, Dorothy	100	100.27

Over 10 and up to 20 Years Service

B		
Browne, Annie S.	99	79.70
Doyle, Cecelia J. M.	100	80.50
Hill, Reta Dora	100	80.50

C		
Cox, Sara E.	100	59.80
McCormick, Mrs. M.	21	12.56

Over 20 Years Service**In Assisted Section**

C		
Cole, Lydia M.	98	98.26

HANTS WEST**During First 5 Years Service**

A		
Blackburn, Earl D.	100	87.40
Eaton, Hilda Harris	100	87.40
MacDougall, M. A.	100	87.40
O'Brien, Dorothy I.	100	87.40
Sawler, Edna Marion	100	87.40
Spence, Graydon D.	100	87.40
Ross, Lucy Eleanor	100	87.40
Woodworth, John A.	100	87.40
Robinson, Laurence C.	17	14.86

B		
Brown, Mary E.	12	8.56
Dill, Hazel Jean	100	71.30
Donaldson, Carrie J.	100	71.30
Fuller, Mary Shaw	100	71.30
Harvey, Annie C.	100	71.30
MacKay, Anna Isabel	100	71.30
Murphy, Florence M.	100	71.30
Nickerson, Bernice A.	100	71.30
O'Brien, Gertrude	100	71.30
Russell, Marjorie C.	100	71.30
Ward, Jean Cochrane	100	71.30
Weir, Lois Adelia	100	71.30

C		
Cavanagh, Elva June	100	52.90
Dogge, Matilda Inez	100	52.90
Harvey, Winnifred I.	100	52.90
Hopkins, Merle V.	100	52.90
Killen, Helen May	100	52.90
MacLeod, Sadie May	100	52.90
Beckman, Mrs. Stuart	83	43.90
Sanford, Thelma M.	100	52.90
Sanford, Elma Myrtle	100	52.90
Thomson, Audrey J.	100	52.90
Weir, Marjorie P.	100	52.90
MacPherson, Mildred	100	52.90
O'Brien, Marion C.	100	52.90
Smith, Kathleen	100	52.90

In Assisted Sections

C		
Ilisley, Hilda Maude	100	72.07
Caldwell, Effie M.	14	10.09
McInnis, Mary Alice	100	72.07
Miller, Lena Louise	86	61.97

D		
Morgan, Arthur Cecil	100	47.00

Over 5 and up to 10 Years Service**A**

Johnson, Hilda Mary	100	92.00
Mosher, Evelyn May	83	76.36
Tattrie, Evelyn E.	100	92.00

B

Blackburn, Florence A.	100	73.60
Cole, Margaret J.	100	73.60
Connors, Hilda Gladys	100	73.60
Elliott, Mildred E.	100	73.60
Parker, Margaret F.	100	73.60
Shaw, Clara Beatrice	100	73.60

C

Cox, Lila Belle	100	55.20
Hughes, Dorothy E.	100	55.20
Keddy, Rena Piccola	100	55.20
Smith, Grace Robena	100	55.20
Smith, Helen G.	2	1.10
Ward, Myrta Blanche	100	55.20
Greene, Nellie A.	17	9.38

In Assisted Sections.**C**

Blois, Leonore	100	75.20
Hogan, Effie C.	100	75.20

Over 10 and up to 20 Years Service**B**

Cox, Leta	100	80.50
Lawrence, Lily M.	100	80.50
VanCamp, Mrs. H. D.	100	80.50

C

Robinson, Effie May	100	59.80
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WINDSOR**During First 5 Years Service****A**

Card, Vivian Ruth	100	87.40
Miller, Hubert Harvey	99	86.53
Williams, John Albert	100	87.40

C

Barton, Florence W.	100	52.90
Miller, Helyn	93	49.19

Over 5 and up to 10 Years Service**A**

Brown, Clara Helena	100	92.00
Spence, Jessie H.	100	92.00

B

Cochrane, Ella Boyer	100	73.60
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Over 10 and up to 20 Years Service**A**

Chase, Gertrude May	100	101.20
Howard, C. E.	100	101.20

B

Letson, Ella Marguerite	100	80.50
Whitman, Annie E.	100	80.50

Over 20 Years Service

McCurdy, Helen M.	100	96.60
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C

Sweet, Annie E.	100	73.60
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D

Laws, Lillian F.	100	48.30
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INVERNESS SOUTH**During First 5 Years Service****A**

Horton, Marion Theresa	100	87.40
Laidlaw, Alexander	100	87.40
MacLean, Alexander O.	100	87.40
Palmer, Marion M.	100	87.40
Sister John of the Cross	100	87.40

B

Doyle, Mary I. T.	100	71.30
Morrison, Catherine	100	71.30
MacDonald, Flora M.	100	71.30
Sister St. Anthony of the S. H.	100	71.30
Sister St. Stephen	100	71.30

C

Beaton, Margaret C.	100	52.90
Beaton, Mary Laurie	100	52.90
Botherson, Mabel	100	52.90
Cameron, Mary A.	88	46.55
Cameron, Mary F.	100	52.90

Gillis, Evelyn E.	98	51.84
Gillies, Margaret Ann	100	52.90
LeVandier, Rosella M.	97	51.24
Morrison, Effie Isabel	99½	52.64
McArthur, Helen L.	100	52.90
MacDonald, Alena	100	52.90
MacDonald, Annie M.	100	52.90
MacDonald, Dorothy	100	52.90
MacDougall, Sarah A.	100	52.90
MacEachern, Barbara M	100	52.90
MacEachern, Daniel J.	99½	52.64
MacIsaac Jessie C.	100	52.90
MacKinnon, Mabel	100	52.90
MacLean, Margaret M.	100	52.90
MacLennan, Barbara A.	100	52.90
MacLeod, Murdock N.	100	52.97
Oliver, Everett Harold	99	52.30
Rankin, Mary Margaret	100	52.90

In Assisted Sections**A**

Maxwell, Grace Irene	100	119.07
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B

Philpott, Ada Jeanette	100	97.13
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C

Beaton, Florence Anne	100	72.07
Campbell, Catherine	100	72.07
Campbell, Edward Allan	83	59.81
Campbell, Genevieve	100	72.07
Ferguson, Barbara	97	69.81
Gillis, Sadie Isabel	95	68.50
Matheson Mary E. C.	100	72.07
MacDonald, Stella C.	100	72.07
MacEachern, M. M.	98	70.62
MacIntyre, Anna C.	100	72.07
MacIsaac, John Joseph	100	72.07
MacKay, Mary Clader	100	72.07
MacKenzie, Mary M.	100	72.07
MacLean, Alice	92	66.30
MacLean, Mary Ann	98	70.62
MacLellan, Jessie	100	72.07
MacLellan, Mary M.	100	72.07
MacPhee, Annie M.	98	70.62

Over 5 and up to 10 Years Service**A**

Rankin, Finlay	99	91.08
Sister St. Aengus	100	92.00

B

Livingstone, Johnena A.	100	73.60
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C

Beaton, Angus Duncan	100	55.20
Doyle, Catherine	100	55.20

Doyle, Mary	98	54.10
Forrest, Catherine R.	98	54.10
Gillis, Elizabeth C.	100	55.20
Kennedy, Dan A.	100	55.20
MacDonald, Laura Mae	100	55.20
McEachren, Mary	100	55.20

D

Gillis, Mary Catherine	100	36.80
Rankin, Catherine A.	100	36.80

In Assisted Sections**B**

Forrest, Janie	100	100.27
MacKay, Mrs. Alfred	100	100.27

C

Beaton, Edith Mary	100	75.20
MacDonald, Margaret	100	75.20
MacDonald, Mary J.	100	75.20

Over 10 and up to 20 Years Service**A**

Sarty, Laurier S.	100	101.20
Sister Saint Agnes	100	101.20
Sister Miriam	100	101.20

B

Cameron, Margaret S.	100	80.50
Sister St. Berthold	100	80.50
Sister M. Edna	100	80.50
Sister Margaret James	100	80.50

C

MacLeod, Sara M.	100	59.80
Sister St. Thomas of the Ascension	100	59.80
Sister St. John of Britto	100	59.80
Watt, Mrs. Ella Amy	100	59.80

Over 20 Years Service**C**

Dowd, Mrs. Barbara	100	73.60
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INVERNESS NORTH**During First 5 Years Service****A**

Campbell, Mary H.	98	85.66
Ferguson, Catherine	87	76.04

Lewis, Earl E.	62	54.19
MacDonald, Jessie M.	100	87.40
Rackham, Eric N.	100	87.40
Sister Mary Lidvina	100	87.40

B

Arsenault, William A.	99	70.59
Burton, Ethel M.	100	71.30
Chiasson, Edmond M.	98	69.87
Fraser, Nellie R.	100	71.30
Kennedy, Mary J.	99	70.59
Miller, Alex J.	100	71.30
MacIsaac, Annie	99	70.59
MacIsaac, Georgina	98	69.87
Ross, Janet A.	100	71.30
Sister St. Thomas of Valencia	98	69.87

C

Aucoin, Mary Ann	52	27.51
Abriel, Nora M.	100	52.90
Aucoin, Maimie L.	100	52.90
Beaton, Catherine L.	100	52.90
Beaton, Florence	100	52.90
Boudreau, Luce A.	100	52.90
Campbell, Edward H.	100	52.90
Campbell, Colin F.	100	52.90
Chiasson, Sarah Lucie	100	52.90
Coady, Evelyn M.	100	52.90
Coady, Roderick W.	100	52.90
Doucet, Alexander D.	100	52.90
Glabais, Albert J.	100	52.90
LeBlanc, Alice B.	100	52.90
LeBlanc, Nellie D.	100	52.90
LeBlanc, Margaret M.	99	52.37
LeBlanc, Mary L.	100	52.90
LeBlanc, Theresa M.	46	24.33
MacDonald, Florence	78½	41.53
MacDonald, M. K.	98	51.84
MacKenzie, Margaret	67	35.44
MacLean, John C.	100	52.90
MacLean, Margaret E.	100	52.90
MacLellan, Catherine	89	47.08
MacLellan, Alexander	100	52.90
MacMillan, Clara H.	100	52.90

D

Desveaux, Amelia	76	26.22
Aucoin, Dennis J.	69	23.80

In Assisted Sections**B**

MacEachren, Mary B.	79	76.74
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C

Abriel, [Ethel] T.	100	72.07
Beaton, Francis [Isabel]	99	71.34

Cameron, Anna	20	14.41
Evans, Lewis Dean	32	23.06
Murphy, Ronald W.	100	72.07
MacDonald, Mary J.	100	72.07
MacDonald, Mary M.	73	52.60
MacMillan, Alexander D	100	72.07
Tingley, Eula Margaret	100	72.07

D

Aucoin, Nectaire	41	19.26
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Over 5 and up to 10 Years Service**A**

MacMillan, Sadie	99	61.08
Sister Marie T. Aurelie	100	92.00

B

MacDonald, Annabell	100	73.60
MacDonald, Mary	99	72.86
MacKinnon, C. A.	99	72.86
Rankin, Helen M.	99	72.86
Sister Mary Margaret	22	16.19

C

MacDonald, Margaret C.	99	54.65
MacDonald, Alice H.	20	11.04
MacKinnon, Archie A.	100	55.20
MacLellan, James R.	99	54.65
Sister Marie S. Ste. Colombe	100	55.20
Sister Mary of Good Counsel	100	55.20

D

Chiasson, Joseph Urban	95	34.96
Chiasson, Mrs. Marcellin	100	36.80
Gillis, Margaret M.	100	36.80
Gillis, Mary J.	100	36.80
Moore, Clarence W.	98	36.06
MacInnis, Margaret	94	34.59
MacKinnon, Archie F.	100	36.80
MacKinnon, Mrs. David	100	36.80

In Assisted Sections

MacNeill, Marion F.	100	125.33
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C

MacLean, Mary F.	100	75.20
MacLellan, Angus	99	74.45

D

Campbell, Archibald	100	50.13
MacIsaac, Florence K.	29	14.54

Over 10 and up to 20 Years Service

B		
Sister Marie St. Hugh	100	80.50
C		
MacLellan, Christine	99	59.20
Sister Mary Austin	78	46.64
D		
LeBlanc, Sarah H.	100	41.40
MacIsaac, Anna Bell	99	40.99

In Assisted Section

C		
Roach, Arsene	100	81.47

Over 20 Years Service

A		
Sister St. Mary Hector	99	120.71
B		
Sister St. Alexander	99	95.63
Sister St. Henedine	99	95.63
C		
Sister Cecile Marie	100	73.60
D		
Sister St. Alexander C.	99	47.81
Sister Marguerite Marie	100	48.30

KINGS**During First 5 Years Service**

A		
Barteaux, Boyd B.	86	75.17
Battye, Vernon Earle	100	87.40
Brien, Teresa Blanche	100	87.40
Dickie, Ronald Campbell	100	87.40
Dorman, Elsie Willa	100	87.40
Eaton, Harriet G.	100	87.40
Eaton, Mary Ella	100	87.40
Fawcett, Agnes May	100	87.40
Henson, Guy	55	48.07
Killam, Joyce Carman	100	87.40
Kinsman, Elizabeth M.	100	87.40
Magee, Jennie E.	100	87.40
Miller, Ellen E.	100	87.40
Mills, W. Darrell	100	87.40

Thorpe, Victor N.	100	87.40
Barrett, Frederic C.	100	87.40
Elliott, Joyce T.	100	87.40
Perry, George Egbert	22	19.23
Warren, Marjorie G.	100	87.40
Wellwood, Dorothy O.	100	87.40
Cohen, Rose	100	87.40
Chambers, Helen E.	100	87.40
Keddy, Gertrude L.	100	87.40
Servant, Catherine H.	95	83.03
Coulter, Percy Alvin	100	87.40
Reid, Irma Leone	97	84.78
Loomer, Allison P.	11	9.61

B

Annis, Marjorie K.	100	71.30
Blenkhorn, Barbara	100	71.30
Crane, Edith Belle	100	71.30
Graves, Leah Elizabeth	100	71.30
Forsythe, M. Leontine	100	71.30
Killam, Margaret D.	100	71.30
Lacey, Marian	100	71.30
Newcombe, Bertram L.	100	71.30
Nix, Marion Anna	100	71.30
Parker, Lillian Mae	100	71.30
Porter, Bernice Mabel	100	71.30
Rose, Louise Melissa	100	71.30
Stoddart, Ella A.	100	71.30
West, Cora A.	100	71.30
Long, Margaret Mary	100	71.30
Marshall, Grace Reta	100	71.30
MacKinnon, Harietta	100	71.30
Skinner, Nellie E.	100	71.30
Trites, Beulah R.	100	71.30
Comstock, Marion L.	100	71.30
Eaton, George Reid	5	3.57

C

Bezanson, Mrs. Kate M.	100	52.90
Dinlock, Charlotte C.	100	52.90
Killam, Lorna Eileen	100	52.90
Morley, Kathleen Annie	100	52.90
Parker, Jean Alecia	100	52.90
Parrish, Margaret M.	100	52.90
Parks, Mildred Iona	100	52.90
Spicer, Edythe Alta	100	52.90
Stoddart, Leila B.	100	52.90
Fraser, Mabel Irene	100	52.90
Doyle, Rita Mary	100	52.90
Forsyth, Evelyn May	100	52.90
Armstrong, Mrs. Anna	100	52.90
Coldwell, Nellie J.	81	42.84
Coleman, Agnes E.	100	52.90
Elliott, Alice Harriet	100	52.90
Haines, Edwin A.	100	52.90
Palmer, Dorothy F.	100	52.90
Morse, Dorothy M.	100	52.90
Warner, Hilda Rebecca	100	52.90
Dorman, Marjorie M.	100	52.90

In Assisted Sections					
A			D		
Stoddart, Ruth Marie	100	119.07	Graves, Edith Mary	100	55.20
Osborne, Carrie Iris	100	119.07	Carr, Mrs. Margaret B.	100	55.20
B			In Assisted Sections		
Parker, Helen Bentley	100	97.13	C		
C			Corcoran, Frances L.	100	75.20
Collins, Marion M. R.	100	72.07	MacIntyre, Katherine	100	75.20
Fowler, Helen C. O.	100	72.07	D		
Eaton, Minnie B.	100	72.07	Mahar, Glennie	100	50.13
Porter, Florence M.	100	72.07	Thomas, Alice M.	99	49.63
Swindell, Edith L.	100	72.07	Over 10 and up to 20 Years Service		
Illsley, Mildred Alice	100	72.07	A		
Doncaster, Irene B.	100	72.07	Bishop, Hilda May	100	101.20
Hayes, Gordon P.	100	72.07	Fletcher, Clyde S.	100	101.20
Lutz, Elsie May	100	72.07	O'Brien, Bertha N.	100	101.20
Ogilvie, Marion Ada	100	72.07	B		
Whalen, Myrtle H.	82	59.10	Hame, Frances P.	100	80.50
Over 5 and up to 10 Years Service			Ritcey, Adelaide	100	80.50
A			Woodworth, Margaret	100	80.50
Akerley, Anna H.	100	92.00	Cropley, Mrs. B. O.	23	18.52
Hiseler, Vera M.	100	92.00	Haines, Mrs. Idella M.	100	80.50
Howell, Bertha M.	100	92.00	Armstrong, Clara E.	100	80.50
Johnston, Ella May	100	92.00	Patterson, Mary Eliza	100	80.50
B			C		
Bent, Adrianna Louise	100	73.60	Bowlby, Vera Mae	100	59.80
Bishop, Minnie P.	100	73.60	Foote, Helen R.	100	59.80
Bowlby, Marjorie G.	100	73.60	Reid, Mrs. Margaret	100	59.80
Kenney, Evelyn M.	100	73.60	Ray, Katharine F.	100	59.80
Woodworth, E. Louise	100	73.60	Morse, Mrs. Edna M.	100	59.80
Gordon, Cynthia Mae	100	73.60	In Assisted Sections		
Rolph, Arthur A.	67	49.31	C		
Webster, Jessie E.	100	73.60	Stevenson, Olive May	100	81.47
Jackson, Mildred C.	19	13.98	D		
Bruce, Orley Eugene	100	73.60	Woodworth, Mrs. Earl	14	7.60
Rodgers, Grace A.	99	72.86	Over 20 Years Service		
Young, Ruth Annie	99	72.86	B		
C			Chute, Frances Lavinia	100	96.60
Armstrong, Bernice L.	100	55.20	Corkum, Inez B.	100	96.60
DeEll, Hazel Martha	100	55.20	Marchant, Laura L.	100	96.60
Frail, Katie Althea	100	55.20			
Gould, Marjorie E.	100	55.20			
Smith, Mary Ada	100	55.20			
Gertridge, Mrs. D. M.	100	55.20			
Keddy, Lavinia Dodge	81	44.71			
Creelman, Rita E.	100	55.20			
Long, Ethyl V.	100	55.20			
Marshall, Alice E.	100	55.20			
MacKenzie, Iva Ellen	100	55.20			
Pineo, Hazel Mary	100	55.20			

C			Over 20 Years Service		
Patterson, Florence S.	100	73.60	Ac		
Morse, Kate Oressa	100	73.60			
In Assisted Section			Webster, Winnifred May		
			100	156.40	
C			WOLFVILLE		
			During First 5 Years Service		
			Ac		
Young, Mrs. Jane R.	99	99.26			
KENTVILLE			Crowdis, Annie E.		
			100	105.80	
During First 5 Years Service			A		
A			Fiarn, Mark Williams		
Bigelow, Laurabel M.	100	87.40	100	87.40	
Cohen, Dora	98	85.66	Findlay, Josiah W. B.		
Cross, Bernard E.	100	87.40	19	16.61	
Killam, Kathleen E.	100	87.40	B		
Leonard, Malcolm S.	100	87.40	Piers, Mrs. K. C.		
Wheelock, Sidney P.	100	87.40	24	17.11	
			Over 5 and up to 10 Years Service		
B			A		
Lamont, Emma L.	14	9.98	Power, Bessie Marion		
			100	92.00	
C			B		
McCoy, Helen C.	100	52.90	Bishop, Jessie Reade		
Over 5 and up to 10 Years Service			100	73.60	
Ac			Sanford, Mary Louise		
Barteaux, Wallace L.	100	119.60	10	7.36	
A			Over 10 and up to 20 Years Service		
			A		
Bowers, Walter L.	100	92.00	Baxter, Susie Thomas		
Gallaher, Margaret E.	46	42.32	100	101.20	
McCurdy, Dorothy A.	93	85.56	MacAloney, Eva K.		
Over 10 and up to 20 Years Service			100	101.20	
A			Silver, Basil Courtney		
			B		
Nichols, Mabel G.	100	101.20	Baker, Maude Blanche		
B			100	80.50	
Hutchinson, Gladys May	100	80.50	Everett, Mrs. Evelyn J.		
Reeves, Maud Evelyn	100	80.50	100	80.50	
			Geldart, Josie Bertha		
Sheffield, Mary E.	100	80.50	86	69.23	
C			Locke, Helen Churchill		
			100	80.50	
			Over 20 Years Service		
			B		
			West, Gladys Irene		
			100	96.60	
			LUNENBURG and NEW DUBLIN		
			During First 5 Years Service		
			A		
Dodge, Hazel Hanscom	100	59.80	Beck, R. Laird		
Ilsley, Mrs. Catherine C.	100	59.80	100	87.40	
			Bezanson, Norma M.		
			100	87.40	

Hibbard, R. Gerald	100	87.40
Joudrey, Lucille A.	100	87.40
Moran, Rainnie O'B	100	87.40
MacLean, Margaret A.	100	87.40
Parker, Emma A.	100	87.40
Parks, Virginia M.	100	87.40
Ritcey, Miriam A.	100	87.40
Spinney, Hollis R.	100	87.40

B

Adams, Marion A.	100	71.30
Anderson, Dorothy B.	100	71.34
Berringer, Ola S.	50	35.65
Boyd, Arthur	100	71.30
Burgoyne, Dorothea M.	100	71.30
Burgoyne, Florence M.	100	71.30
Corkum, Beulah M.	100	71.30
DeMone, Annie Beatrice	29	20.68
Eisenhauer, Iona M.	73	50.63
Ernst, Irene J. H.	100	71.30
Hupman, Percy R.	100	71.30
Hyson, Lela B.	100	71.30
Meisner, Claudia G.	100	71.30
Meisner, Margaret K.	100	71.30
Mosher, Elsie M.	100	71.30
Mulock, Frank M.	100	71.30
MacKay, Lester T.	100	71.30
MacRitchie, Norman C.	100	71.30
Penny, Thelma E.	99	70.59
Romkey, Thelma W.	100	71.30
Sarty, Lois L.	100	71.30
Traylor, Alcorn M.	100	71.30
Wallace, Gladys J.	100	71.30
Woodman, Violet L.	100	71.30
Zinck, Gladys L.	100	71.30
Zinck, Mrs. Olivette A	100	71.30

C

Banks, Herbert H.	98	51.84
Bell, Mildred M.	100	52.90
Connell, Olive E.	98	51.84
Conrad, Ena I.	100	52.90
Corkum, Una E. B.	100	52.90
Cross, Mae M.	100	52.90
Dimmell, Mildred B.	100	52.90
Dolliver, Myrtle R.	90	47.61
Faulkenham, Pearl B.	100	52.90
Getson, Louise C.	100	52.90
Greek, Lucy M.	100	52.90
Gow, Mabel D. R.	52	27.51
Hayward, Olive M.	100	52.90
Hiltz, Greta O.	100	52.90
Jennings, Mayola M.	100	52.90
Levy, Mrs. Gladys L.	100	52.90
Martin, Muriel E.	100	52.90
Myra, Doris V.	100	52.90
Nass, Mrs. Helen B.	100	52.90
Paige, Doris E.	100	52.90
Parks, Corine M.	100	52.90
Publicover, Althea R.	100	52.90
Ramey, Spurgeon J.	100	52.90

Richards, Ruby E.	100	52.90
Sarty, D. Marie	100	52.90
Sarty, Fred Roger	100	52.90
Spidle, Evelyn L.	100	52.90
Veinot, Susie B.	99	52.37
Veinot, Vida I.	100	52.90
Walker, Eunice B.	100	52.90
Wile, Beulah E.	100	52.90
Wile, Cora L.	100	52.90
Wile, Elva G.	100	52.90
Wile, Josephine L.	100	52.90
Zinck, Greta A.	100	52.90

D

Spidle, Mrs. Clara M.	41	14.14
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In Assisted Sections

A

Romkey, Frances A. S.	92	109.54
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B

Crouse, Doris E.	100	97.13
Remby, Marjorie C. B.	100	97.13
Corkum, Annie V. F.	100	97.13

C

Cook, Mabel R.	100	72.07
Cross, Violet M.	100	72.07
Heim, Antoinette J.	100	72.07
MacKay, Ruth A.	100	72.07
Oikle, Hazel A.	100	72.07
Spindler, Emily L.	100	72.07
Wile, Lillian B.	98	70.62
Slauenwhite, Beatrice	100	72.07

Over 5 and up to 10 Years Service

B

Beck, Dorothy B.	100	73.60
Corkum, Edith M.	100	73.60
Corkum, Ruby F.	100	73.60
DeLong, Marion G.	100	73.60
Ernst, Olive V.	100	73.60
Falkenham, Donald G.	100	73.60
Frank, Alma G.	50	36.80
Freeman, Margaret S.	50	36.80
Fritze, A. Vera	100	73.60
Publicover, Margaret L.	100	73.60
Ritcey, Helen E.	100	73.60
Slauenwhite, Dorothy	100	73.60
Specht, Sara A.	100	73.60
Veino, Pauline M.	100	73.60
Wile, Annie E.	100	73.60

C

Baugil, Jessie E.	100	55.20
Carver, Mary G.	100	55.20

Croft, Arthur H.	100	55.20	Over 20 Years Service	
DeMone, Eva H. M.	100	55.20		
Fancy, Margaret V.	100	55.20	B	
Feindel, Merna L.	100	55.20		
Forbes, Audrey M.	100	55.20	Brooks, Blanche E.	96 92.74
Jodrey, Elsie W.	100	55.20	Fancy, Lydia A.	100 96.60
Langille, Mrs. Margaret	100	55.20	Mulock, Florence L.	100 96.60
Lohnes, Emily M.	100	55.20	Wentzell, Mrs. Elsie W.	100 96.60
Lohnes, Reta H. A.	100	55.20	C	
Mailman, Mrs. F. L.	100	55.20		
Mason, Beatrice E.	100	55.20		
Meisner, Mrs. F. G.	100	55.20	Turple, Mrs. Janie L.	100 73.60
Milbury, Erna V.	100	55.20		
Oxner, Norma R.	100	55.20	CHESTER	
Seamone, Laura V.	100	55.20	During First 5 Years Service	
Veinotte, Jennie B.	100	55.20		
Weagle, Evelyn A.	100	55.20	A	
Whynot, Alice M.	100	55.20		
D				
Burke, Mrs. Daisy M.R.	100	36.80	Evans, Annie S.	100 87.40
Milbury, Vera M.	100	36.80	Fritze, Carroll, O. R.	100 87.40
Oikle, Mrs. Elsie V. B.	100	36.80	Hayden, Marjorie L.	100 87.40
Zinck, Ruth M.	100	36.80	MacKay, Harry B.	100 87.40
In Assisted Sections.			Zinck, Murray N.	100 87.40
			B	
B				
Mader, Lena H. E.	99	99.26	Boutilier, Sylvia F.	100 71.30
C			Corkum, Rachel J.	100 71.30
Corkum, Jessie A. A.	100	75.20	Hennigar, D. Barbara	100 71.30
Parks, Lois H.	100	75.20	Hirtle, Audrey W.	100 71.30
D			Main, Doris M.	100 71.30
			Rafuse, J. Franklin	100 71.30
			Stevens, Ethel Q.	100 71.30
			Webber, Beatrice L.	100 71.30
			C	
Wile, Mrs. Elfreda M.	100	50.13	Boutilier, Margaret	100 52.90
Over 10 and up to 20 Years Service			Boutilier, Marjorie B.	100 52.90
Ac			Franke, Zella E.	99 52.37
Corkum, H. V.	100	128.80	Keddy, Beatrice M.	100 52.90
B			Morley, Mary A.	99 52.37
			In Assisted Sections	
Baker, Dorothy G.	100	80.50	C	
Burns, Frances A.	100	80.50		
Fancy Mrs. Lauretta M.	100	80.50	Curran, Marjorie V.	100 72.07
Schnare, Hazel M.	77	61.99	Elliott, Melba R.	100 72.07
Zwicker, Egie E. L.	100	80.50	Pentz, Elsie A.	100 72.07
C			Powers, Geraldine M.	100 72.07
Conrad. Carrie L.	100	5.809	Rafuse, Marion H.	100 72.07
Silver, Florence L.	100	59.80	Rhodenhizer, Faye E.	100 72.07
D			Veinot, Inez V.	100 72.07
			Over 5 and up to 10 Years Service	
			Ac	
Hupman, Evangeline	100	41.40		
Rafuse, Pearl M.	100	41.40	Hilchie, William M.	100 119.60

A			Over 5 and up to 10 Years Service		
Faulkner, Cassie E.	100	92.00	A		
B			Alexander, Harry W.	100	92.00
Boylan, Anna F.	100	73.60	Ashley, Nita V.	100	92.00
Harnish, Mrs. Eunice R.	100	73.60	Ferrand, Hazel	100	92.00
Hawboldt, Mable I.	100	73.60	B		
Scobey, E. Pearle	100	73.60	Corbin, Ruth C. H.	100	73.60
Selig, George A.	77	56.67	Corkum, Florence V.	100	73.60
Yeaton, Kathleen L.	100	73.60	Mulock, Edna E.	100	73.60
C			Rand, Margret	100	73.60
Whynot, Mildred V.	100	55.20	Wile, Elsie M.	100	73.60
Boehner, Bessie L.	100	55.20	Over 10 and up to 20 Years Service		
Over 10 and up to 20 Years Service			B		
C			Fredea, Mary C.	100	80.50
Whitford, Mabel R.	100	59.80	Kidston, Winifred M.	100	80.50
D			Mailman, Ruby G.	100	80.50
Vaughan, Fannie E.	97	40.16	Wentzell, Grace E.	100	80.50
In Assisted Sections			Over 20 Years Service		
C			Ac		
Broome, Pearle L.	99	80.65	Hirtle, A. G. G.	100	156.40
Hatt, Eliza E.	100	81.47	B		
Over 20 Years Service			Dolliver, Olive D.	100	96.60
C			Mailman, Mary E.	100	96.60
Webber, Olie B.	100	73.60	LUNENBURG TOWN		
BRIDGEWATER			During First 5 Years Service		
During First 5 Years Service			Ac		
A			Winters, Muriel E.	100	105.00
Fulton, Dawson G.	100	87.40	A		
Hancock, Lawrence T.	100	87.40	Moore, George H.	100	87.40
Hebb, Amy E.	12	10.49	B		
B			Adams, Verna D.	100	71.30
Knoz, Sylvia E.	100	71.30	Over 5 and up to 10 Years Service		
Silver, Lina M.	100	71.30	Ac		
C			Collins, Donald H.	100	119.30
MacKay, Rita K.	100	52.90	A		
			Smith, Anita K.	100	92.00
			Westhaver, Phyllis L.	100	92.00

B		
Berringer, Ena M.	100	73.60
Hamm, H. Ruth	100	73.60
Maguire, Maria S.	100	73.60

Over 10 and up to 20 Years Service

A		
Oikle, Mary L.	100	101.20

B		
Geldert, Margaret P.	100	80.50

Over 20 Years Service

Johnson, Mary F. A.	100	96.60
Parks, Nellie L.	100	96.60
Young, Helen R.	100	96.60

PICTOU COUNTY**During First 5 Years Service**

A		
Anderson, Mabel	100	87.40
Baird, Elizabeth A.	81	70.80
Byers, J. Wilfrid	100	87.40
Carr, Minnie I.	48	41.96
Conway, Isabel C.	100	87.40
Cooke, Jessie E.	100	87.40
MacHardy, Mary I.	100	87.40
Murray, Isabel	100	87.40
MacDonald, E. Pearl	100	87.40
McDonald, Leslie J.	100	87.40
McDonald, Iris D.	100	87.40
McKenzie, Wm. H.	100	87.40
MacKinnon, Fred Roy	98	85.66
MacPherson, Roderick	100	87.40
Sillers, Amanda	100	87.40
Sutherland, Clarence G.	100	87.40
Sutherland, E. M.	100	87.40

B		
Baillie, Mabel Florence	100	71.30
Belyea, Dorothy	100	71.30
Dunbar, Eva Sadie	100	71.30
Fraser, Anna K.	100	71.30
Fraser, Marion C.	100	71.30
Greenhall, Nellie	100	71.30
Horne, Verna Helen	100	71.30
Kelly, Helen I.	100	71.30
Kirkwood, Mae B.	100	71.30
Meikle, Lois Gwendolyn	100	71.30
Morrison, Christena	100	71.30
MacDonald, Helen T.	100	71.30
MacDonald, Jessie M.	100	71.30
McDaniel, Mary Claire	100	71.30
McKay, Laura H.	100	71.30
McKenzie, Anna F.	100	71.30

McKenzie, Ethel L.	100	71.30
MacPherson, Ronald B.	100	71.30
Sutherland, Christina M.	11	7.85
Stalker, Marion I.	100	71.30
Wilson, Velma E.	100	71.30

C		
Cameron, D. McCara	100	52.90
Campbell, Chas. Oliver	100	52.90
Dickson, David B.	89.5	47.35
Ferguson, Greta M.	100	52.90
Graham, Mary Elsie	100	52.90
Hamblen, Muriel H.	100	52.90
Holmes, Daisy M.	100	52.90
Meikle, Alice J.	19	10.05
Munro, Mrs. Hugh	100	52.90
Murray, Stewart	100	52.90
Murray, Mary Jean	100	52.90
McCabe, Eva Evelyn	100	52.90
MacCara, A. Jean	100	52.90
MacCoul, Irene H.	100	52.90
McCulloch, Christena A.	100	52.90
MacDonald, Georgena M.	100	52.90
MacDonald, V. Hazel	100	52.90
MacDonald, Elizabeth F.	100	52.90
MacGregor, Margaret G.	100	52.90
McKeen, Stella N.	100	52.90
MacKenzie, Alice May	100	52.90
MacLean, Mary C.	100	52.90
MacLean, Margaret C.	100	52.90
MacLeod, Mary K.	100	52.90
McLeod, Margaret J.	100	52.90
MacMaster, Annie Mae	100	52.90
McNeil, Mary Catherine	100	52.90
McNeil, Isabel	100	52.90
McPhee, Margaret L.	100	52.90
Robertson, Annie L.	100	52.90
Russell, Robert H.	100	52.90
Smith, Ruth G.	100	52.90
Stewart, Florence M.	100	52.90
Sutherland, Jean C.	100	52.90
Thompson, Dorothy M.	99	52.37
Watt, Gertrude L.	100	52.90
Watt, Ella Frances	100	52.90

D		
Fraser, Elda Inez	100	34.50

In Assisted Sections

B		
Chisholm, Elizabeth M.	100	97.13
Holmes, Isabel	100	97.13

C		
Fisher, Mary	100	72.07
Holmes, Mary C.	100	72.07
Long, Jessie May	100	72.07
Matheson, C. Jean	100	72.07

Morse, Clarence A.	100	72.07
McLaren, Mary C.	100	72.07
VanBuskirk, Elva M.	100	72.07
Wade, Minnie J.	100	72.07
Watt, Florence M.	100	72.07

D

Ross, Isabel C.	100	47.00
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Over 5 and up to 10 Years Service

A

Cruickshank, Jessie C.	100	92.00
Graham, Leah Hockin	100	92.00
MacDonald, Margaret E.	98	90.16
MacDonald, Annie D.	100	92.00
MacDonald, Mary A.	100	92.00
MacInnis, Pearle	100	92.00

B

Fraser, Margaret J.	100	73.60
Fraser, Sylvia Ray	93	68.45
MacDonald, Mary L.	100	73.60
MacKay, Ellen D.	100	73.60
Park, Margaret B.	100	73.60
Reeves, M. Isabel	100	73.60
Sutherland, Christine C.	100	73.50
Thompson, Katherine	72	52.99
Waugh, Ethel Claire	100	73.60

C

Clark, Jessie P.	100	55.20
Fraser, Jennie A.	100	55.20
Graham, Jessie Isabel	100	55.20
Langille, Greta M.	100	55.20
Munro, Annie L.	100	55.20
Murray, Christena B.	100	55.20
MacKenzie, Nettie B.	100	55.20
MacKenzie, Bessie A.	100	55.20
McPhee, Florence M.	99	54.65
Powell, Dorothy M.	73	40.30
Ross, Lilla C.	100	55.20
Sinclair, Mary S.	100	55.20
Stewart, Edith M.	100	55.20

D

Campbell, Amy G.	100	36.80
McLeod, Ida	100	36.80

In Assisted Sections

B

Elliott, Margaret M.	100	100.27
Fraser, J. Mildred	100	100.27
Fraser, Margaret J.	100	100.27

C

Douglas, Margaret M.	100	75.20
Irving, Mary L.	100	75.20

Over 10 and up to 20 Years Service

B

Calder, Elsie	100	80.50
Carmichael, Thomas H.	100	80.50
MacDonald, Mary C.	100	80.50

C

Tibbel, Elizabeth M.	100	59.80
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D

Harris, Hughena E.	100	41.40
Harris, Elizabeth D.	100	41.40

In Assisted Section

B

Creighton, Margaret I.	100	109.67
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NEW GLASGOW

During First 5 Years Service

A

Beck, Lillian May	100	87.40
Morrison, Allen B.	94	82.16
MacKay, Ella Sara	60	52.44
Scott, Howard G.	100	87.40

B

Gammon, Gladys	100	71.30
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Over 5 and up to 10 Years Service

AC

Murray, Rutherford H.	100	119.60
Rhodenizer, L. M.	100	119.60
Sutherland, Ruth M.	100	119.60

A

McGregor, Elizabeth F.	100	92.00
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Over 10 and up to 20 Years Service

Ac

MacKay, Mabel C.	100	128.80
Spencer, Charles W.	100	117.60

A		
MacDonald, Verda I.	100	101.20
Rose, Annie I.	100	101.20
Smith, Laurretta M.	40	40.48
Sylvester, Margaret P.	100	101.20
Wadden, Olive R.	100	101.20

B		
Chisholm, Donna G.	100	80.50
Hawboldt, Christine M.	100	80.50
MacCallum, Ethel E.	100	80.50
MacDonald, Annie W. R.	100	80.50
McLeod, Alex. McG.	100	80.50
McLeod, Kathleen A.	100	80.50
Philip, Bertha Maud	8	6.44
Reeves, Mildred McD.	100	80.50

C		
Harvey, Meta A.	100	59.80
MacDonald, Elizabeth M.	100	59.80
MacDonald, Ida May	100	59.80

Over 20 Years Service

A		
Baillie, A. G.	100	111.34
MacPherson, Eliza I.	100	121.92

B		
Bannerman, Margaret A.	100	96.60
Fraser, Alice E.	100	96.60
Gunn, Mary A.	100	96.60
McGregor, Margaret A.	100	96.60
MacLean, S. Eva	100	96.60

C		
Colquhoun, Christina C.	100	73.60
O'Connell, Mary Irene	100	73.60

PICTOU TOWN

During First 5 Years Service

A		
Ross, Phyllis K. L.	23	20.11
Sarty, Dugald R.	97	84.78

B		
Pope, Mary Kathleen	100	71.30

Over 5 and up to 10 Years Service

Ac		
Longley, Ewart C.	97	116.01

A		
Dickson, Sadie M.	100	92.00

B		
Baxter, Reginald A.	100	73.60

Over 10 and up to 20 Years Service

Ac		
Harris, William E.	97	124.94
Kedy, Claude J. W.	97	124.94

A		
Elliott, Mary C.	100	101.20
Hunt, Elva Edna	100	101.20

B		
MacLean, Irene J.	100	80.50

Over 20 Years Service

Ac		
Moore, Clarence L.	100	142.80

B.		
MacDonald, Ada S.	100	96.60

C		
Cameron, Anna M.	100	73.60

STELLARTON

During First 5 Years Service

A		
Hebb, Amy E.	9	7.87
Loomer, Allison P.	14	12.24

B		
Bruce, Isabel Agnes	82	58.47
Stewart, Ora May	100	71.30

C		
Potts, Mary E.	100	52.90
MacLellan, Jessie	10	5.29

Over 5 and up to 10 Years Service

Ac		
Willey, Eileen K.	97	116.01

A			Over 10 and up to 20 Years Service		
Bruce, Clairetta Munro	100	92.00	B		
Kinsman, Marion H.	100	92.00	Fraser, Ethel K.		
Olding, Iona M.	100	92.00	100	80.50	
Saunders, C. Beryl	100	92.00	C		
B			Thomson, Helen G.		
MacDougall, Jean A.	100	73.60	100	59.80	
C			Over 20 Years Service		
Campbell, Marion C.			A		
Culton, Norma E.	100	55.20	O'Brien, Miles		
Frame, M. Jeane	100	55.20	100	121.92	
Over 10 and up to 20 Years Service			WESTVILLE		
B			During First 5 Years Service		
Cameron, Mary A.	100	80.50	A		
Munro, Jean G.	100	80.50	MacKenzie, George W.		
MacLellan, Barbara J.	100	80.50	100	87.40	
C			B		
McLeod, Christine M.	100	59.80	Murray, Isabel C.		
Over 20 Years Service			100	71.30	
B			Over 5 and up to 10 Years Service		
McArthur, Olive E.			A		
Oulton, Millage	100	96.60	Skinner, Isabel Fraser		
Savage, Martha J.	99	95.63	100	92.00	
C			Wright, Edna May		
Keith, Sylvia	18	13.25	100	92.00	
TRENTON			B		
During First 5 Years Service			Harrison Mary E.		
A			100	73.60	
Fraser, Margaret Mary	100	87.40	MacInnes, Irene L.		
Over 5 and up to 10 Years Service			100	73.60	
B			C		
Stewart, Vesta Mae	100	73.60	Wilson, Elizabeth F.		
C			100	55.20	
MacIntosh, Sara	100	55.20	Over 10 and up to 20 Years Service		
Nickerson, Frances I.	100	55.20	A		
D			Saunders, Estelle J.		
Fraser, Alex. Bruce	100	36.80	100	101.20	
MacKay, Muriel Jean	100	36.80	B		
			Muir, Annie		
			100	80.50	
			MacKenzie, Margaret F.		
			100	80.50	
			MacKenzie, Mary J.		
			100	80.50	
			C		
			Chisholm, Marguerite		
			100	9.80	
			Lothead, Anna		
			100	59.80	
			McIntosh Margaret S.		
			100	59.80	
			MacKay, Olive		
			100	59.80	

D			D		
Smith, Marion F.	100	41.40	Langille, Arna E. F.	99	36.43
Over 20 Years Service			In Assisted Section		
A			C		
Lent, Frank I.	100	111.34	Whynot, Flossie E.	100	75.20
C			Over 10 and up to 20 Years Service		
MacBean, Mary G.	100	73.60	C		
QUEENS NORTH			d'Entremont, Mary L.	100	59.80
During First 5 Years Service			QUEENS SOUTH		
A			During First 5 Years Service		
Ford, Wilson H.	100	87.40	A		
B			Ford, Mary Melita	100	87.40
Corkum, Lillian B.	100	71.30	Nichols, Harry S.	100	87.40
Cunningham, Carroll C.	100	71.30	Smith, Odessa L.	100	87.40
Tupper, Marion M.	100	71.30	B		
C			Ellis, Isabel C.	100	71.30
Burgess, Gladys Louise	100	52.90	Gillis, Norma E.	95	67.74
MacDonald, Idella Jean	62	32.80	Herman, Freda H. O.	100	71.30
Thereau, Dorothy M.	35	18.51	Nickerson, Margaret E.	100	71.30
In Assisted Sections			Parker, Mildred G.	100	71.30
B			C		
Buckmaster, Arthur J.	100	97.13	Berringer, Muriel I.	100	52.90
C			MacDonald, Beulah M.	98	51.84
White, Theora L.	83	59.81	Wharton, Myrtle K.	100	52.90
DeLong, Mrs. Ella S.	100	72.07	In Assisted Sections		
Over 5 and up to 10 Years Service			B		
A			Armstrong, Mrs. K.	100	97.13
Zwicker, Gladys M.	100	92.00	C		
B			Nickerson, Phyliss A.	100	72.07
Douglas, Edith M.	100	73.60	Over 5 and up to 10 Years Service		
Gaetz, Helen M.	100	73.60	B		
Hendry, Lillian E.	99	72.86	Ball, Bessie T.	100	73.60
C			Dauphinee, Dorothy E.	100	73.60
Anderson, Adeliza	100	55.20	Faulkenham, Susie W.	100	73.60
Conrad, Mrs. Hilda J.	100	55.20	Hirtle, Grace G.	100	73.60
Shay, Mrs. Pearl H.	100	55.20	Douglas, Mrs. Marion E.	19	13.98
			Mulock, Norine F. G.	100	73.60
			Myra, Marguerite V.	100	73.60

C		
Abbott, Ellen M.	98	54. 10
Ball, Jennie M.	100	55. 20
Ball, Myra	100	55. 20
Cochrane, Dorothy I.	100	55. 20
MacKenzie, Muriel F.	100	55. 20
Wamboldt, Grace L.	100	55. 20

D

Mullen, Lucy M.	100	36. 80
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In Assisted Section

C

Latham, Lena M.	100	75. 20
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Over 10 and up to 20 Years Service

B

Herman, Vera L.	100	80. 50
MacGowan, Hilda B.	96	77. 28
Ford, Mrs. Gertrude F.	98	78. 89

D

Manthorne, Mildred K.	100	41. 40
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Over 20 Years Service

Ac

Freeman, Jessie E.	100	56. 40
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C

MacEwan, Mary C.	100	73. 60
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LIVERPOOL

During First 5 Years Service

A

Dodge, Florence M.	100	87. 40
MacLean, Florence M.	100	87. 40
Ritchie, Annie C.	100	87. 40

B

Inness, Jean F.	100	71. 30
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Over 5 and up to 10 Years Service

A

Holmes, Mary D.	100	92. 00
Somers, Anna M.	100	92. 00

B

Berringer, Lisles E.	100	73. 60
Morris, Kathleen V.	100	73. 60
Parks, Florence G.	100	73. 60

Over 10 and up to 20 Years Service

A

Trueman, Georgina H.	100	101. 20
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B

Harrington, Georgia M.	100	80. 50
Langwith, Mary	100	80. 50
Locke, Marion F.	100	80. 50

C

Manthorne, Mrs. C. L.	100	59. 80
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Over 20 Years Service

Ac

Maxner, M. O.	100	142. 80
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RICHMOND

During First 5 Years Service

A

Sister Marie Euchariste	100	87. 40
Legere, Anthony L.	98	85. 66

B

Bennett, Mrs. A. H.	100	71. 30
McCarthy, Mary C.	100	71. 30
MacKay, Mrs. J. D.	100	71. 30
Sampson, Rose Marie	100	71. 30
Williams, Muriel K.	100	71. 30
Sister Cecilia Marie	100	71. 30

C

Boudreau, Mrs. Henry H	100	52. 90
Boutin, Aline Florence	100	52. 90
Burke, Clara B.	100	52. 90
Burke, Mary Evelina	100	52. 90
Cogswell, Marjorie C.	100	52. 90
Ferguson, Roderick J. A.	100	52. 90
Fougere, Marie Evelyn	100	52. 90
Landry, Mary Cecilia	100	52. 90
Lavandier, Mary E.	100	52. 90
LeBrun, Zita Katherine	100	52. 90
Madden, Frances T.	100	52. 90
Mauger, Ada Mabel	100	52. 90
Middleton, Mary Muriel	99½	52. 64
Murphy, Mary Catherine	97	51. 24

McLellan, Mary A.	100	52.90
Oliver, Ethel Lucreta	100	52.90
Pertus, Lillian E.	100	52.90
Sampson, Margaret Mary	98	51.84

D

MacDonald, Josephine	35	12.07
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In Assisted Sections

A

Campbell, Evelyn M.	86	102.40
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B

Burke, Clarence W.	99½	96.66
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C

Britten, Mable Ann	100	72.07
Hureau, Jeannette M.	100	72.07
Malcolm, Annie B.	100	72.07
Martell, Mary B.	97	69.81
McGrath, Mildred B.	100	72.07
MacPherson, Isabel A.	69	49.72
Oliver, Mabel Caroline	80	57.65
Poirier, Mary Valerie	83	59.81
Shaw, Mary Agnes	100	72.07
Thurgood, Hazel	100	72.07

D

Brymer, Albert L.	37½	17.63
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Over 5 and up to 10 Years Service

A

Cameron, Anna Isabel	98	90.16
MacKinnon, Alice C.	20	18.40

B

Babin, Violette Marie	100	73.60
Boyd, Cecilia Stella	100	73.60
Campbell, Barbara Helen	100	73.60
Langlois, Louis	100	73.60
Mombourquette, Lucille	100	73.60
McLellan, Catherine J.	100	74.60
Sister St. Gaten Marie	100	73.60

C

Bourque, Elizabeth Ann	100	55.20
Dunphy, Christina May	100	55.20
Gaudet, Julia Emma	100	55.20
Madden, Margaret C.	100	55.20
Matheson, Jean Annie	100	55.20
Murray, Elizabeth J.	100	55.20
Sister Marie Mathilde	100	55.20
Taylor, Mrs. Jean M.	94	51.89

D

MacKenzie, Neil G.	66	24.29
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In Assisted Sections

B

Boyd, Marie Anastasia	100	100.27
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C

Amey, Leighton	100	75.20
Monibourquette, Mae	100	75.20
Proctor, Vida N. M.	100	75.20
Urquhart, Jessie W.	100	75.20

Over 10 and up to 20 Years Service

A

Etienne, George William	100	101.20
Fraser, John Murdock	100	101.20
Samson, George	100	101.20

B

Britten, James D.	100	80.50
Ferguson, Alex Dan	98	78.89
MacKay, John Daniel	98	78.89
McKinnon, Annie May	100	80.50
Sister Mary Agnes	100	80.50

C

MacLeod, Peter A.	100	59.80
Samson, Mary Louise	100	59.80

In Assisted Sections

B

Bissett, Hazel Irene	100	109.67
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C

Theriault, Mrs. Marie C	10	.47
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SHELBURNE

During First 5 Years Service

A

Brown, Gerald S.	100	87.40
Crowell, Clement W.	100	87.40
MacWhinnie, Ruth E.	51	44.58
Shankel, Marion L.	100	87.40

B

Bower, Sterling E.	100	71.30
Harlow, Delilah G.	100	71.30

King, Mabel M.	100	71.30	Over 10 and up to 20 Years Service	
Nicoll, Hilda L.	100	71.30		
Redding, Nellie M.	100	71.30	B	
Rose, Anna B.	100	71.30		

C

Bower, C. Frances	100	52.90
Conrad, Cecil	100	52.90
Douglas, Margaret	100	52.90
Firth, Ruby B.	100	52.90
Goodwin, Marion A.	100	52.90
Halliday, Doris A.	99½	52.64
McClearn, Ruth A.	100	52.90
MacKay, Martha L.	100	52.90
Newell, Annie M.	100	52.90
Oates, Elizabeth N.	2	1.06
Page, Mary R.	100	52.90
Ryan, Dorothy A.	100	52.90
Swansburg, Thurza	100	52.90
Thorburn, Verna K.	100	52.90

In Assisted Sections

B

Eaton, Edna E.	100	97.13
Telfer, Dorothy M.	100	97.13

C

Chute, Muriel B.	100	72.07
Freeman, Vera L.	100	72.07
Kean, Edith M.	100	72.07
Williams, Mrs. Garnett	100	72.07

Over 5 and up to 10 Years Service

A

MacNeill, Lennie M.	100	92.00
Todd, Archibald E.	100	92.00

C

Douglas, E. Jean	100	55.20
Eisner, Ernest E.	100	55.20
Hupman, Verna M.	100	55.20
McLearn, Mabel D.	100	55.20
Swansburg, Dora	100	55.20

D

Hupman, E. Pearle	100	36.80
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In Assisted Sections

C

Decker, Blanche	100	75.20
Matthews, Vera M.	100	75.20
Page, Beatrice V.	100	75.20
Williams, Leola	50	37.60

MacAlpine, Katherine	100	80.50
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C

Croft, Margaret W.	39	23.32
Seaboyer, Abbie K.	9	5.38

D

Hagar, Lena V.	100	41.40
Kaulbach, Hazel E.	98	40.57

In Assisted Sections

D

Downie, Ena L.	100	56.40
Stephens, Mrs. Alice	100	53.40

Over 20 Years Service

B

Kean, Evelyn S.	100	96.60
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C

Chute, Mrs. Althea S.	100	73.60
Ward, Mrs. Annie	100	73.60

BARRINGTON**During First 5 Years Service**

A

Amirault, Marie	100	87.40
Buckmaster, Roy W.	100	87.40

B

Corbett, Walter H.	100	71.30
MacDonald, Robie L.	100	71.30
McKinnon, Olive M.	99	70.59
Smith, Adelaide O.	100	71.30
Smith, Mildred A.	100	71.30
Thomas, I. Louise	81	57.76
Hines, Ethel E.	27	19.26

C

Chivers, C. Doris	100	52.90
Crowell, Barbara S.	81	42.84
Crowell, Elizabeth J.	100	52.90
Forbes, Allie M.	100	52.90
Martin, Mrs. Ellen	70	37.03
Morehouse, Helen G.	100	52.90
Mullen, Esther L.	99	52.37
MacKay, Mildred A.	100	52.90

Nickerson, Mrs. Jacobine 100 52.90
 Nickerson, Mrs. Ruth L. 100 52.90
 Saunders, Ada L. 100 52.90

D

Nickerson, Mrs. Daisy M 100 34.50

In Assisted Sections

C

Cunningham, A. Louise 100 72.07
 Giffin, Ruby E. 100 72.07
 Matthews, Marianna 100 72.07
 Mosher, Margaret L. 100 78.07
 Nicol, B. Evelyn 100 72.07

Over 5 and up to 10 Years Service

Ac

Marshall, Albert H. 100 119.60

A

Whyte, Juanita M. 100 92.00

B

Smith, George W. 100 73.60
 Snow, G. Ethelyn 100 73.60

C

Lewis, Mrs. Dorothy 100 55.20
 Matheson, Mrs. Winifred 100 55.20
 Snow, Dorothy M. 100 55.20
 Williams, Eva 100 55.20

In Assisted Section

C

Atwood, Mary E. 100 75.20

Over 10 and up to 20 Years Service

A

Churchill, Randolph M. 100 101.20

B

Mosher, Violet V. 100 80.50
 Smith, D. Gordon 100 80.50
 Smith, Hazel H. 100 80.50

C

Campbell, Frances P. 100 59.80

D

Smith, Frances E. 99½ 41.19

Over 20 Years Service

B

Gardiner, Mrs. Mysie 100 96.60

C

Brannen, Ruby V. 100 73.60

In Assisted Section

C

Purdy, Lennie S. 100 100.27

VICTORIA

During First 5 Years Service

Clough, Elizabeth L. 83 72.55
 MacLean, Joseph I. 100 87.40
 Smith, Ruth 100 87.40

B

Capstick, Catherine J. 100 71.30
 Duggan, Lucy Rebecca 100 71.30
 Fitzgerald, Martha B. 100 71.30
 Hall, Emma S. 83 59.18
 Johnson, Clarence B. 100 71.30
 Lewis, Melba Joyce 98½ 70.23
 MacAskill, Lila Mae 100 71.30
 MacNeil, James E. 100 71.30
 Nicholson, Catherine G. 71½ 50.99
 Riggs, Margaret Ray 100 71.30
 Ross, Douglas McR. 100 71.30
 Setchell, Margaret J. 84 59.89
 Smith, John Angus 100 71.30

C

Buchanan, Margaret 100 52.90
 Como, Gladys Louise 31 16.39
 Lamey, Mildred Beatrice 100 52.90
 Lamey, Ruth Elizabeth 98 51.84
 Matheson, Jessie E. 100 52.90
 Miller, Mary N. 70 37.03
 MacKenzie, Ada C. 100 52.90
 MacKenzie, Ruth I. 100 52.90
 MacRae, Sarah C. 48 25.39

D

MacDonell, Dan M. 73 25.18
 MacKenzie, Hazel C. F. 36 12.42
 MacKenzie, Hazel C. F.
 (Summer School) 107 36.91
 Stubbart, Sadye Marion 12 4.14

In Assisted Sections			In Assisted Sections		
A			C		
Peach, Earle S.	92	109.54	MacLeod, Joanna	100	75.20
Tompkins, Peter J.	100	119.07	MacNeil, Frances Ann	100	75.20
B			MacNeil, Mary Jane	38	28.58
MacRae, Freda McL.			D		
Ross, M. Elizabeth	100	97.13	Grant, Muriel P.	88	44.11
C			Over 10 and up to 20 Years Service		
Chisholm, Christena	85	61.25	B		
Edwards, Georgena V.	100	72.07	Buchanan, Sadie	100	80.50
MacDonald, Marjorie F.	84	60.54	MacInnis, Mrs. Annie W.	100	80.50
MacDonald, Mary C.	100	72.07	C		
MacDougall, Martha E.	100	72.07	Matheson, Mrs. M. M.	37	22.13
MacIver, Mary Isabel	99	71.34	D		
MacLean, Anna Helen	100	72.07	MacLeod, Katherine	100	41.40
MacLeod, Mary Grace	100	72.07	In Assisted Sections		
MacNeil, Sadie M.	100	72.07	C		
Wolfe, Donald F.	88	63.42	Cameron, Mary B.	69	56.21
D			MacLeod, Mary A.	100	81.47
Kanary, Sarah A.	107	50.28	Over 20 Years Service		
Over 5 and up to 10 Years Service			C		
A			MacAskill, Flora B.	20	14.72
MacIver, Agnes M.	100	92.00	YARMOUTH COUNTY		
MacNeil, Mary Cassie	100	92.00	During First 5 Years Service		
B			A		
Gillis, Flora Mary	100	73.60	Crosby, Esther M.	100	87.40
Macdonald, Nellena B.	100	73.60	Eyre, Margaret E.	100	87.40
MacKinnon, Jean M.	100	73.60	McGray, Evelyn C.	100	87.40
MacPhie, Catherine	100	73.60	Perry, J. Edward	100	87.40
Sanford, Mildred I.	96	70.66	B		
C			McPherson, Christene	100	71.30
Anderson, Ethel T.	84	46.37	Randell, Ruth I.	100	71.30
MacDonald Kathryn A.	100	55.20	Stephens, Eleanor L.	100	71.30
MacDougall, Mary C.	100	55.20	C		
MacIvor, Mary E.	99½	54.93	Clarke, Ellen J.	100	52.90
MacLean, Mary E.	100	55.20	Dexter, Eva G.	100	52.90
MacNeil, M. Margaret	100	55.20	Doleman, Vera M.	100	52.90
D			Horton, Mrs. Beatrice C	100	52.90
Campbell, Catherine A.	77	28.34			
Gillis, Alexina G.	100	36.80			
MacLeod, Mrs. Mary I.	57	20.98			
MacNeil, Catherine	100	36.80			
MacNeil, Mary Irene	100	36.80			

Mullen, Merle S.	100	52.90
Sabine, Stella M.	100	52.90
Watkins, Clifford E.	100	52.90

D

Hewey, Lillian C.	100	34.50
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In Assisted Sections

B

Delaney, Mary G.	100	97.13
Laurie, Grace L.	99½	96.66
Whitehouse, Doris	93	90.34

C

Maillet, Mary E.	100	72.07
Roberts, Olga	99	71.34

D

Anderson, Mrs. Alfaretta	100	47.00
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Over 5 and up to 10 Years Service

A

Johnstone, Elizabeth G.	100	92.00
Little, Ruth H.	100	92.00

B

Crowell, M. Aileen	99	72.86
Dexter, John K.	100	73.60
Ellis, Freda B.	100	73.60
King, Fannie H.	16	11.78
Nickerson, Mrs. G.	100	73.60
Parry, Kathryn E.	100	73.60
Porter, Bertha E.	100	73.60

C

Clarke, Atlanta E.	100	55.20
Earle, Verna C.	100	55.20
Herkes, Helen A.	82	45.26
Kenney, Elizabeth T.	100	55.20
Rose, Jeanette P.	100	55.20

D

Devoe, Mrs. Ruth E.	100	36.80
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In Assisted Section

B

Smeltzer, Sadie E.	100	100.27
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Over 10 and up to 20 Years Service

B

Burrows, Mary Louise	18	14.49
Moses, Glendon A.	100	80.50
Pierce, Mrs. Laura	100	80.50

C

Jeffery, Mrs. Marion R.	100	59.80
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D

Smith, Guy W.	100	41.40
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Over 20 Years Service

A

Jacques, Giles V.	100	111.34
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B

Churchill, Gordon H.	100	96.60
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YARMOUTH TOWN

During First 5 Years Service

A

Blue, Malcolm C.	100	87.40
Davis, William B.	100	87.40
Israel, Muriel L.	100	87.40
Markham, Margaret E.	100	87.40
Riphey, Jessie W.	100	87.40
Robbins, John R.	100	87.40
Rutherford, Hazel MacK	100	87.40
Theriault, Marguerite	100	87.40

B

Boyd, Hilda P.	100	71.30
Wetmore, Flora E.	98	69.87

Over 5 and up to 10 Years Service

Ac

Swim, Robert C.	100	119.60
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A

Allison, Catherine	100	92.00
Amirault, Lillian M.	100	92.00
Blackadar, Dorothy B.	100	92.00
MacKinnon, Anna P.	100	92.00
Trefry, S. Madeline	100	92.00
Kelly, Mrs. Hilda R.	7	6.44

B		
Hines, Hazel N.	100	73. 60
Sweeny, Margaret F.	100	73. 60

Over 10 and up to 20 Years Service

Ac		
Wetmore, Horace H.	100	128. 80

A		
Oliver, John J.	100	101.20
Perry, Evelyn A.	100	101. 20
Ross, Frances G.	100	101. 20
Wetmore, Mildred M.	100	101. 20
Wyman, Thirza H.	100	101. 20
Wyman, Mary	100	101. 20

B		
Burrows, Mary L.	7	5. 64
Crosby, Addie M.	100	80. 50

Over 20 Years Service

Ac		
Blackadar, George D.	100	156. 40
Wynian, Harold J.	100	142. 80

A		
Grant, Melford	100	111. 34
Horner, Norma B.	100	121. 92
McLeod, Arthur J.	100	121. 92

B		
Allan, Frances L.	100	96. 60
Durland, Addie W.	100	96. 60
Ellenwood, Margaret	100	96. 60
Goodwin, Effie B.	97	93. 70
Gray, Eva I.	100	96. 60
Hines, Nora G.	100	96. 60
Hopkins, Anita W.	100	96. 60
Muise, Elizabeth E.	100	96. 60
Platt, Bessie H.	100	96. 60

C		
Bryant, Arletta D.	100	73. 60
Platt, Ada M.	100	73. 60

ARGYLE**During First 5 Years Service**

A		
Sweeney, Mildred E.	100	87. 40

B		
Belliveau, Bernadine	100	71. 30
Boudreau, Cynac I.	100	71. 30
Boudreau, M. Pauline	100	71. 30
Burke, M. Sylvia	100	71. 30
Gower, Nina B.	100	71. 30
Lent, W. E.	98	69. 87
McCormick, Roberta	98. 5	70. 23
MacKenzie, Clair F.	80	57. 04
Perry, Blanche S.	100	71. 30
Raynard, Mildred	100	71. 30

C		
Blinn, Annie Rose	100	52. 90
Blinn, M. Bernadette	97	51. 24
Bushell, Annette	51	26. 97
Chiasson, M. Cecilia	99	52. 37
Cottreau, Joseph E.	100	52. 90
d'Entremont, Marie B.	100	52. 90
Durkee, Venessa M.	100	52. 90
Goodwin, Mrs. M. W.	100	52. 90
LeBlanc, Frances	38. 5	20. 37
Pothier, Janet M.	100	52. 90
Pothier, Amanda	61	32. 26
Watt, Evelyn A.	100	52. 90

D		
LeBlanc, Lillian S.	100	34. 50

In Assisted Sections

B		
Gordon, Mary E.	100	97. 13

C		
LeFebvre, M. Mathilda	100	72. 07

Over 5 and up to 10 Years Service

B		
d'Entremont, Dorothy	100	73. 60
d'Entremont, Josephine E	100	73. 60
d'Eon, Edna F.	100	73. 60

C		
Blinn, Emilie M.	100	55. 20
d'Entremont, Rosie L.	100	55. 20
Doggett, Ida Ruth	98	54. 10
Doucet, Laurent S.	100	55. 20
Hayden, Margaret H.	98	54. 10
Muise, Emeline	100	55. 20
Surette, Theresa M.	100	55. 20
Sister Marie Eustelle	100	55. 20
Sister Marie Lucetta	100	55. 20

D			B		
Huskins, Bertha	100	36.80	Nichols, Helen	100	73.60
Pothier, Catherine M.	76	27.97	MacLellan, Gladys	100	73.60
In Assisted Sections			Over 10 and up to 20 Years Service		
B			A		
d'Entremont, Jennie	100	100.27	Hines, Gladys	100	101.20
			Harris, Mrs. Beatrice	100	101.20
C			B		
Mullen, Bessie L.	99	74.45	Fraser, Bertha	100	80.50
Saulnier, M. Francoise	98	73.70	Cameron, Dorothy	100	80.50
Over 10 and up to 20 Years Service			Harris, Mattie	100	80.50
A			LeBlanc, Lucie	100	80.50
Jeffrey, Marion	100	101.20	MacKinnon, Gladys	100	80.50
Sister Marie Celiste	100	101.20	Over 20 Years Service		
B			B		
Amirault, Estelle	100	80.50	Cochrane, Ethel	100	96.60
d'Entremont, Clementa	20	16.10	DOMESTIC SCIENCE		
Sister M. Agnita	100	80.50	During First 5 Years Service		
C			A		
d'Eon, Edna C.	100	59.80	DeWitt, Frances Maie	100	87.40
Over 20 Years Service			Gorman, Mary Irene	100	87.40
Ac			MacLellan, Kathleen A.	100	87.40
Mack, R. T.	100	142.80	Sister Mary Margaret	part	29.13
B			B		
Belliveau, Catherine	100	96.60	Emmerson Winnifred M.	100	71.30
Sister M. Seraphina	100	96.60	Murray, Mona Newell	100	71.30
C			Day, Katherine F.	part	59.42
Sister M. Eugenie	100	73.60	Cameron, Jennie E.	part	63.38
Sister M. Modesta	100	73.60	Macdonald, Catherine S.	100	71.30
In Assisted Section			Scouler, Charlotte	9	6.42
B			Ernst, Doris Louise	100	71.30
d'Entremont, Rhoda M.	100	131.60	MacDonald, Inez E.	100	71.30
HELPING TEACHERS			Cann, Lenore A.	100	71.30
Over 5 and up to 10 Years Service			Reid, Margaret M.	100	71.30
A			Over 5 and up to 10 Years Service		
Sullivan, Mary K.	100	92.00	B		
			Setchell, Mary J.	100	73.60
			MacLean, Mary E.	100	73.60
			Frances, Ruby D.	100	73.60
			Sister M. Annunciata	part	65.43
			O'Blenes, Clarabel	part	24.53
			McMullen, Hazel R.	100	73.60
			Johnston, Hope H.	100	73.60
			Sperry, Mary C.	100	73.60

Over 10 and up to 20 Years Service**A**

Hurst, Clare Caroline	100	101. 20
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B

Sister Rise Miriam	100	80. 50
MacLennan, Catherine J.	100	80. 50
Simpson, E. Marion	100	80. 50
Roach, Ethel F.	100	80. 50

Over 20 Years Service**B**

Archibald, Susan E.	100	96. 60
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MECHANIC SCIENCE**During First 5 Years Service****B**

Sutherland, Henry C.	100	71. 30
MacKenzie, Graham K.	100	71. 30
Morrison, Shirley H.	part	23. 76
Fraser, Alexander G.	100	71. 30
Gay, George R.	100	71. 30

Over 5 and up to 10 Years Service**B**

Barrett, Cecil R.	100	73. 60
McNutt, Howard F.	100	73. 60
Sutherland, George R.	100	73. 60

Over 10 and up to 20 Years Service**B**

MacNab, Charles I.	100	80. 50
Langille, Harold M.	100	80. 50
Whitby, David L.	100	80. 50

Over 20 Years Service**A**

Cooke, Norman L.	100	121. 92
Patton, Arthur R.	100	111. 34

B

Clark, Harry G.	100	96. 60
Finck, C. W.	100	96. 60
Wood, Charles L.	100	96. 60

ANNUITANTS**(Quarterly Instalment, October, 1933)**

Ahern, Mary Ellen A.	60. 00
Archibald, Rachel DeW.	60. 00
Aucoin, James H.	60. 00
Bennett, Hannah	60. 00
Bowden, Ida Maud	78. 75
Bowden, Laura J.	78. 75
Brown, Mrs. Alice M.	78. 75
Chipman, Agnes J.	60. 00
Corkum, Mrs. P. E.	60. 00
Crombie, Isaac	200. 00
Cruickshank, Mrs. Jessie	60. 00
Currie, Michael D.	60. 00
Ellis, Emma	78. 75
Fitzgerald, Annie	40. 00
Ford, R. W.	200. 00
Frame, Christena R.	60. 00
Estate of William Fraser	60. 00
Gillis, Ronald	78. 75
Goudey, Alice A.	78. 75
Goudey, Theodosia	78. 75
Grierson, Mary H.	60. 00
Hamilton, Harriet H.	60. 00
Hamilton, Mary A.	78. 75
James, Clara A.	60. 00
Kempton, W. F.	200. 00
Kerr, Minnie G.	60. 00
Lawrence, S. H.	78. 75
Leary, Mary E.	78. 75
Logan, Annie	60. 00
Lyle, Emily R.	60. 00
Lynch, Jessie Alberta	60. 00
Margeson, Hanna L.	60. 00
Marshall, Guildford R.	200. 00
Matheson, D. M.	200. 00
Miller, Lois	40. 00
Morrison, Joanna B.	40. 00
Morrison, Margaret	60. 00
Mullins, Jennie E.	200. 00
McArthur, Janet R.	60. 00
McCarthy, Emma L.	60. 00
McDonald, Angus G.	60. 00
Macdonald, Angus T.	60. 00
MacDonald, Norman	60. 00
Macdonald, Teresa	60. 00
MacDougall, Archibald S.	60. 00
McDougall, Daniel J.	60. 00
McGregor, Annie	60. 00
MacIntosh, H. H.	255. 00
MacKay, Marion A.	60. 00
McKenzie, Archibald J.	60. 00
McKittrick, B.	200. 00
McLeod, John D.	60. 00
McNeil, James	40. 00
Macneil, M. J. T.	255. 00
Nelson, J. Scott	60. 00
Peters, Florence A.	78. 75
Putnam, A. F.	60. 00
Robertson, Mrs. Sarah M.	40. 00

Robinson, Clara A.	60.00	MacIntosh, H. H.	255.00
Saunders, Amy C.	78.75	MacKay, Marion A.	60.00
Scott, Annie E.	60.00	MacKenzie, Archibald J.	60.00
Smith, H. W.	255.00	McKittrick, B.	200.00
Smith, Isabella	78.75	McLeod, John D.	60.00
Smith, Letson M.	78.75	McNeil, James	40.00
Sister M. Perpetua Dulong	60.00	Macneil, M. J. T.	255.00
Sister M. Ursula	60.00	Nelson, J. Scott	60.00
Sister M. Veronica	60.00	Peters, Florence A.	78.75
Sister Mary Ann	78.75	Putnam, A. F.	60.00
Theakston, Selina E.	60.00	Robertson, Mrs. Sarah	40.00
Torrey, Eleanor C.	60.00	Robinson, Clara A.	60.00
Walsh, Alice M.	60.00	Saunders, Amy Clark	78.50
Wiswell, Ida M.	78.75	Scott, Annie E.	60.70

**(Quarterly Instalment, January,
1934)**

Ahern, Mary Ellen A.	60.00	Smith, Hermon W.	255.00
Archibald, Rachel DeW.	60.00	Smith, Isabella	60.00
Aucoin, James H.	60.00	Smith, Letson M.	78.75
Bennett, Hannah	60.00	Sister Mary Anne	78.75
Bowden, Ida M.	78.75	Sister Mary Perpetua Dulong	60.00
Brown, Mrs. Alice M.	78.75	Sister . Ursula	60.00
Bowden, Laura Jane	78.75	Sister . Veronica	60.00
Chipman, Agnes J.	60.00	Theakston, Selina E.	60.00
Corkum, Mrs. P. E.	60.00	Torrey, Eleanor C.	60.00
Crombie, Isaac	200.00	Walsh, Alice M.	60.00
Estate of Jessie J. Cruickshank	21.04	Wiswell, Ida M.	78.75
Currie, Michael D.	60.00		
Ellis, Emma	78.75		
Fitzgerald, Annie	40.00		
Ford, R. W.	200.00		
Frame, Christena R.	60.00		
Gillis, Ronald	78.75		
Goudey, Alice A.	78.75		
Goudey, Theodosia	78.75		
Grierson, Mary H.	60.00		
Hamilton, Harriet H.	60.00		
Kempton, W. F.	200.00		
James, Clare A.	60.00		
Kerr, Minnie G.	60.00		
Lawrence, S. H.	78.75		
Leary, Mary E.	78.75		
Logan, Annie	60.00		
Lyle, Emily R.	60.00		
Lynch, Jessie Alberta	60.00		
Matheson, D. M.	200.00		
Margeson, Hanna L.	60.00		
Marshall, Guildford, R.	200.00		
Miller, Lois	40.00		
Morrison, Joanna B.	40.00		
Morrison, Margaret	60.00		
Mullins, Jennie Eliza	200.00		
McArthur, Janet R.	60.00		
McCarthy, Emma L.	60.00		
McDonald, Angus G.	60.00		
Macdonald, Angus T.	60.00		
MacDonald, Norman	60.00		
MacDonald, Teresa	60.00		
MacDougall, Archibald	60.00		
MacDougall, Daniel J.	60.00		
McGregor, Annie	60.00		

**HIGH SCHOOL GRANT UNDER
SECTION NO. 98**

(First half year, 1933-1934)

Amherst	\$600.00
Antigonish	600.00
Annapolis Royal	325.00
Arisaig	162.50
Aylesford	162.50
Baddeck	162.50
Bass River	162.50
Bear River	162.50
Berwick	162.50
Big Glace Bay	162.50
Bridgetown	325.00
Bridgewater	600.00
Canso	325.00
Chester	325.00
Clark's Harbour	162.50
Dartmouth	600.00
Digby	325.00
Florence	325.00
Glace Bay	600.00
Great Village	162.50
Guysboro	162.50
Hantsport	162.50
Halifax	600.00
Hazel Hill	162.50
Hopewell	162.50
Kentville	600.00
Lawrencetown	325.00
Liverpool	475.00
Louisburg	162.50
Lunenburg	600.00
MacDougall	162.50
Mahone Bay	325.00

Mulgrave	162. 50	Sydney	500. 00
New Glasgow	600. 00	Truro	500. 00
New Waterford	600. 00	Westville	250. 00
North Sydney	475. 00	Windsor	225. 00
Oxford	475. 00	Wolfville	165. 00
Pictou	600. 00	Yarmouth	250. 00
Port Hawkesbury	325. 00		
Port Hood	162. 50		
Pugwash	162. 50		
Pugwash Junction	162. 50		
River John	162. 50		
Riverport	162. 50		
Sherbrooke	162. 50		
Springhill	162. 50		
Stellarton	475. 00		
Stewiacke	162. 50		
Sydney	600. 00		
Thorburn	162. 50		
Truro	600. 00		
Windsor	325. 00		
Whycocomagh	162. 50		
Yarmouth	600. 00		

HIGH SCHOOL GRANTS UNDER SECTION 99

(First half year, 1933-1934)

Amherst	\$375. 00
Antigonish	375. 00
Bridgewater	375. 00
Halifax	375. 00
Glance Bay	375. 00
Kentville	375. 00
Lunenburg	375. 00
New Glasgow	375. 00
Pictou	375. 00
Sydney	375. 00
Truro	375. 00
Yarmouth	375. 00

DOMESTIC SCIENCE GRANTS

(First half year, 1933-1934)

Amherst	\$250. 00
Bridgetown	250. 00
Glance Bay	500. 00
Halifax	500. 00
Havre Boucher	95. 00
Heatherton	75. 00
Inverness	250. 00
Kentville	250. 00
Mabou	183. 00
Margaree Forks	65. 00
Middleton	190. 00
New Glasgow	250. 00
New Waterford	250. 00
Pictou	235. 00
Port Hawkesbury	120. 00
Pugwash Junction	500. 00
St. Andrew's	85. 00
Stellarton	235. 00

MECHANIC SCIENCE GRANTS

(First half year, 1933-1934)

Amherst	\$250. 00
Annapolis Royal	250. 00
Bridgetown	200. 00
Glance Bay	500. 00
Halifax	500. 00
Kentville	250. 00
Middleton	250. 00
New Glasgow	500. 00
Pugwash Junction	500. 00
Truro	500. 00
Windsor	235. 00
Wolfville	165. 00
Yarmouth	250. 00

GRANTS TO SPECIAL ASSIST- ED SECTIONS

(First half year, 1933-1934)

Georgeville, No. 10 Antigonish	\$30. 00
Glassburn, No. 36, Antigonish	30. 00
Stewart's Mills, No. 53, Anti- gonish	30. 00
Morven, No. 54, Antigonish	30. 00
College Grant, No. 82, Anti- gonish	30. 00
Baleine, No. 70, Cape Breton East	30. 00
Canoe Lake No. 86 Cape Breton East	30. 00
Grand Mira North, No. 90, Cape Breton East	29. 70
Caledonia, No. 91, Cape Breton East	25. 50
Bairncroft, No. 34, Cape Breton West	30. 00
Forest, No. 46, Cape Breton West	29. 10
Little Bras d'Or, No. 52, Cape Breton West	30. 00
Ben Eoin, No. 95, Cape Bret- on West	30. 00
Gillisville, No. 106, Cape Breton West	30. 00
Easton, No. 28, Digby (year)	60. 00
Havendale, No. 3, Guysboro	30. 00
Prospect, No. 9, Guysboro	30. 00
Dort's Cove, No. 14, Guys- boro	30. 00
Black Point, No. 18, Guysboro	30. 00
Upper Whitehead, No. 21, Guysboro	28. 50

Sand Point, No. 26, Guysboro	30. 00	Big Ridge, No. 78, Cape Breton East (year)	100. 00
Upper Big Treadie, No. 34, Guysboro	30. 00	Ocean View, No. 80, Cape Breton East	30. 00
Yankee Harbour, No. 55, Guysboro	25. 50	Big Glen, No. 102, Cape Breton East (year)	75. 00
Lundy, No. 65, Guysboro	30. 00	Irish Vale, No. 98, Cape Breton West	30. 00
Guysboro Road, No. 66, Harbellville, No. 31, St. Marys	30. 00	Glengarry, No. 99, Cape Breton West	15. 90
Eight Island Lake, No. 32, St. Mary's	30. 00	Amaguadeez, No. 109, Cape Breton West	30. 00
Fisherman's Harbour, No. 33, St. Mary's	30. 00	Beechmont, No. 121, Cape Breton West	60. 00
Hillsdale, No. 10, Inverness South	50. 00	Guysboro Road, No. 66, Guysboro (year)	75. 00
Upper S. W. Mabou, No. 23, Inverness South	30. 00	Lucasville, No. 39b, Halifax	60. 00
Mabou Mines, No. 27, Inverness South	53. 30	Lake Loon, No. 58, Halifax	150. 00
MacKinnon's Brook, No. 28, Inverness South	54. 40	New Road, No. 59, Halifax	150. 00
Mull River, No. 34, Inverness South	30. 00	Maple Ridge, No. 42, Inverness South (year)	30. 00
River Denys Road, No. 40, Inverness South	30. 00	Alba, No. 61, Inverness South (year)	30. 00
Big Brook, No. 52, Inverness South	54. 40	MacLean's Island, No. 76, Inverness South (year)	75. 00
Alba, No. 61, Inverness South	30. 00	Pleasant Bay, No. 1, Inverness North (year)	50. 00
Victoria, No. 62, Inverness South	27. 60	Cape Rouge, No. 3, Inverness North (year)	25. 00
Valley Mills, No. 65, Inverness South	29. 40	Plateau, No. 9, Inverness North (year)	35. 00
Big Harbour Island, No. 70, Inverness South	49. 30	LeFort, No. 10, Inverness North (year)	50. 00
West Bay Centie, No. 75, Inverness South	30. 00	Cape St. Lawrence No. 73, Inverness North (year)	75. 00
MacLean's Island, No. 76, Inverness South (year)	60. 00	Aldershot, No. 78, Kings (year)	175. 00
Cap Auget, No. 16, Richmond	11. 25	Glenfall, No. 18, Pictou (year)	150. 00
Sunnyside, No. 25, Richmond	27. 00	Petit de Grat, No. 13, Richmond (year)	1000. 00
Greenville, No. 26, Yarmouth (year)	60. 00	Cap August, No. 16, Richmond (year)	41. 25

SPECIAL AID TO REMOTE SECTIONS

(First half year, 1933-1934)

Georgeville, No. 10, Antigonish	\$ 30. 00	Little Anse, No. 17, Richmond (year)	50. 00
Stewart's Mills, No. 53, Antigonish	30. 00	Louisdale, No. 19, Richmond (year)	200. 00
Morven, No. 54, Antigonish	30. 00	Port Malcolm, No. 24, Richmond	25. 00
Port Morien, No. 17, Cape Breton East (year)	1000. 00	Kempt Road, No. 29, Richmond (year)	44. 00
South Head, No. 20, Cape Breton East	30. 00	Soldier's Cove, No. 45, Richmond (year)	33. 75
Scatarie, No. 69, Cape Breton East (year)	50. 00	L'Ardoise West, No. 69, Richmond	50. 00
Little Lorraine, No. 71, Cape Breton East (year)	100. 00	West Green Harbour, No. 16, Shelburne (year)	100. 00
New Boston, No. 76, Cape Breton East (year)	50. 00	Cape Negro Island, No. 6, Barrington (year)	50. 00
		Shag Harbour, No. 17, Barrington (year)	150. 00

Centreville, No. 22, Barrington	50.00	Carrington, No. 95, Cumberland	33.60
South Cove, No. 17, Victoria (year)	50.00	Springhill, No. 108, Cumberland	60.37
St. Columba, No. 19, Victoria (year)	50.00	Spencer's Island, No. 12, Parrsboro	33.25
Bay St. Lawrence, No. 48, Victoria (year)	75.00	Advocate, No. 14, Parrsboro	49.00
New Harris Forks, No. 51, Victoria (year)	50.00	New Canaan, No. 19, Parrsboro	23.10
Capstick, No. 63, Victoria (year)	75.00	Hectanooga, No. 32, Clare	16.28
New Harris West, No. 68, Victoria (year)	45.00	South Lochaber, No. 14, St. Mary's	32.90
Argyle Sound, No. 6, Argyle (year)	200.00	Tuft's Cove, No. 88, Halifax East	35.00
Comeau's Hill, No. 37, Argyle (year)	300.00	Baden, No. 21, Inverness South	27.20

CONVEYANCE GRANTS**(First half year, 1933-1934)**

East Virginia, No. 30, Annapolis West	\$ 30.10	River Denys Road, No. 40, Inverness South	24.00
Glassburn, No. 36, Antigonish	33.25	Maple Ridge, No. 42, Inverness South	46.24
West River, No. 47, Antigonish	50.00	Queensville, No. 43, Inverness South	76.20
New Waterford, No. 4, Cape Breton East	4.00	North West Arm, No. 46, Inverness South	18.30
Caribou Marsh, No. 30, Cape Breton East	35.00	Princeville, No. 48, Inverness South	34.30
Sandfield, No. 33, Cape Breton East	28.70	Glendale, No. 50, Inverness South	37.40
Grand Mira South, No. 88, Cape Breton East	27.65	Orangedale, No. 63, Inverness South	31.54
Victoria Bridge, No. 89, Cape Breton East	22.40	MacLean's Bridge, No. 66, Inverness South	34.20
Salmon River, No. 92, Cape Breton East	8.40	Church, No. 67, Inverness South	6.00
The Meadows, No. 35, Cape Breton West	28.80	Pleasant Bay, No 1, Inverness North	21.70
Eureka, No. 57, Cape Breton West	42.57	Morden, No. 15, Kings	31.50
East Bay, No. 94, Cape Breton West	48.00	Greenfield, No. 69, Kings	31.85
Salem Road, No. 100, Cape Breton West	31.50	Rossfield, No. 53, Pictou	16.40
Eskasoni, No. 108, Cape Breton West	29.25	Caledonia, No. 11, Queens	35.00
Great Village, No. 12, Colchester	15.75	Pondville, No. 12, Richmond	29.40
Upper Malagash, No. 4, Cumberland	32.90	Lakeside, No. 39, Richmond	9.00
East Amherst, No. 13, Cumberland	5.25	Loch Lomond, No. 50, Richmond	38.64
Amherst, No. 40, Cumberland	24.85	Baddeck, No. 1, Victoria	31.50
Joggins, No. 51, Cumberland	35.00	Nyanza, No. 3, Victoria	32.55
Oxford, No. 79, Cumberland	57.05	West Middle River, No. 9, Victoria	34.65
Westchester, No. 86, Cumberland	31.50	McLennan, No. 11, Victoria	35.00
		Big Hill, No. 28, Victoria	24.15
		Morris Island, Argyle	30.00

GRANTS FOR AUXILIARY CLASSES UNDER SECTION 64 (6)**(First half year, 1933-1934)**

Cambridge	\$125.00
Halifax City	1000.00
Sydney	125.00

GRANTS FOR ART CLASSES
UNDER SECTION 64 (7)

(First half year, 1933-1934)

Antigonish	\$125.00
Halifax	250.00

GRANTS FOR MUSIC CLASSES
UNDER SECTION 64 (7)

(First half year, 1933-1934)

Annapolis Royal	\$ 47.80
Antigonish	125.00
Cape Jack	4.00
Halifax	125.00
Havre Boucher	114.00
Inverness	125.00
Linwood	7.00
Mabou	125.00
Oxford	125.00
Port Hood	75.00
Yarmouth	125.00

GRANT FOR PREVOCATIONAL
CLASSES UNDER SECTION 64 (8)

(First half year, 1933-1934)

New Glasgow	\$375.00
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GRANT FOR JUNIOR HIGH
SCHOOL UNDER SECTION 64 (9)

(First half-year, 1933-1934)

Kentville	\$375.00
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GRANT UNDER SECTION 5 (1B)
OF EDUCATION ACT

Inverness, No. 35, Inverness North	3000.00
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SCHOOL LIBRARY GRANTS
PAID TO TEACHERS, 1934.

Halifax

Lingley, Lewis R.	\$ 10.00
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GRANTS TO TEACHERS IN
NIGHT SCHOOLS

(First half year, 1933-1934)

Cameron, Angus J.	\$ 62.00
Legere, Anthony L.	43.00
Pellerin, Ernest	57.00

TEACHERS' LICENSES, 1933

(Continued from the Journal for October, 1933)

"A" SUPERIOR FIRST, 1933

(Those marked with an asterisk valid until July, 1934; all others are permanent)

195—Margaret MacDougall.....	Glace Bay.....	Cape Breton
196—Doris Annie Walker.....	Karsdale.....	Annapolis
197—Herbert Theodore Robertson....	Antigonish.....	Antigonish
*198—Thomas Gerald Archibald.....	Amherst.....	Cumberland
199—William Donald Yorston Doyle...	Truro.....	Colchester
200—Robert Azor Goudey.....	Armdale.....	Halifax
201—Miriam Pauline Chapman.....	Amherst	Cumberland
202—Guy Henson.....	Kingston.....	Kings
203—Arthur Reginald Prince.....	Truro.....	Colchester
204—Ruth Elizabeth MacWhinnie....	Port Wade.....	Annapolis
205—Thelma Louise Keirstead.....	Moose River.....	Cumberland
*206—Richard Hamer.....	Halifax.....	Halifax
207—Lucy Eleanor Ross.....	Newport Landing..	Hants
208—Mildred Isabel MacLennan	Westmount.....	Cape Breton
209—Raymond Hicks Trueman.....	Amherst.....	Cumberland

INTERIM "A", 1933

(Those marked with an asterisk valid until July, 1938; all others until July, 1937)

- 44—Mildred Anne Henderson.....Spencer's Island....Cumberland
 45—Edith Schaffer McMullen.....Truro.....Colchester
 46—Joyce Tyndall Elliott.....Paradise.....Annapolis
 47—Margaret Elizabeth Quirk.....Sydney.....Cape Breton
 48—Marjorie Louise Davidson.....Halifax.....Halifax
 *49—Anthony Leonard Legere.....Amherst.....Cumberland
 *50—Norman McAskill.....Florence.....Cape Breton
 *51—Charles Daniel Taper.....Truro.....Colchester

"B" FIRST CLASS, 1933

(Those marked with an asterisk valid until July, 1934; all others are permanent)

- 167—Elizabeth Harvey.....Parrsboro.....Cumberland
 *168—Luella Vivienne MacNeill.....Sussex.....New Brunswick
 *169—Jean O'Dell Leslie.....Dartmouth.....Halifax
 *170—Helena Margaret Sophia Bishop...Kentville.....Kings
 171—Marion Kathleen Bent.....Granville Ferry...Annapolis
 172—Ella P. DesBrisay.....Halifax.....Halifax
 173—Mary Berneice MacDonald.....Caledonia Mills...Antigonish
 174—John Joseph McEachern.....Sydney.....Cape Breton
 175—Euphemie Aline Anne Boudreau..Halifax.....Halifax

INTERIM "B", 1933

(Those marked with an asterisk valid until July, 1935; all others until July, 1936)

- 165—Beatrice Marguerite Doucette....Cape St. Mary....Digby
 166—Camilla Grace Pierce.....Sydney.....Cape Breton
 *167—Margaret Elizabeth Quirk.....Sydney.....Cape Breton
 168—Jennie Lillian McCleave.....Stewiacke.....Colchester
 169—Sister St. Kilda.....Sydney Mines....Cape Breton
 170—Lillian Margaret Carr.....Montrose.....Colchester
 171—Sister Christina Marie.....Mount St. Vincent..Halifax
 172—Gladys Leone Zinck.....Upper Blandford...Lunenburg
 173—Edna Eunice Eaton.....Springhill.....Cumberland
 174—Donald Duncan Campbell.....Springhill.....Cumberland
 175—Catherine Lewis.....Sydney.....Cape Breton
 176—Margaret Aileen Fletcher.....Montrose.....Colchester

"C" SECOND CLASS, 1933

- 262—Mabel Caroline Oliver.....Point Tupper.....Richmond
 263—Stella Margaret MacDonald.....Port Morien'.....Cape Breton
 264—Cortland Harland Adams.....Brighton.....Digby
 265—Anna Elizabeth MacPhee.....Upper Rawdon....Hants
 266—Mary Stewart Sinclair.....New Glasgow.....Pictou
 267—Flora Belle Carter.....Oxford.....Cumberland

ACADEMIC, 1934

- 1—Laurier Stewart Sarty.....Port Hawkesbury....Inverness
 2—Ewart Churchill Longley.....Pictou.....Pictou

"A" SUPERIOR FIRST, 1934

(Those marked with one asterisk valid until July, 1934; those with two asterisks until July, 1935; all others are permanent)

- 1—Mabel Esther Anderson..... River John..... Pictou
- * 2—Dorothy Maude Young..... Sackville..... New Brunswick
- 3—Joseph Bertrand Ratchford..... Winnipeg..... Manitoba
- 4—Ellen Douglas MacKay..... Riverton..... Pictou
- 5—Jack MacKay..... Sydney Mines..... Cape Breton
- 6—Helen Young MacInnis..... Sydney..... Cape Breton
- 7—Margaret Kathleen Boyle..... Afton Station..... Antigonish
- 8—Mary Gladys Richards..... Joggins..... Cumberland
- 9—Marion Grace Rood..... Halifax..... Halifax
- 10—Irene Ethel McClelland..... Lunenburg..... Lunenburg
- 11—Julia Evelyn Joy Cox..... Middleton..... Annapolis
- 12—Bernice Mabel Porter..... Wolfville..... Kings
- 13—John Lester Knowlton..... Amherst..... Cumberland
- 14—Elsie May McCabe..... Springfield..... Mass
- 15—Christena Annie Morrison..... East River St. Mary's Pictou
- 16—Ruth Murray Macaulay..... Halifax..... Halifax
- 17—Catherine Morrison..... Marble Mountain... Inverness
- 18—Jean Christena Bailey..... Tatamagouche.... Colchester
- 19—Lena Miriam Reinhardt..... Debert Station.... Colchester
- 20—Alice Pearl Giles..... Debert..... Colchester.....
- **21—James Floyd Moores..... Halifax..... Halifax
- * 22—John Harvey Kent..... Rothesay..... New Brunswick
- 23—Charles Ernest Eaton..... Wolfville..... Kings County

INTERIM "A", 1934

(Those marked with an asterisk valid until July, 1937; all others until July, 1938)

- * 1—Evelyn Louise Mattinson..... Glace Bay..... Cape Breton
- * 2—Dorothy Isabel Setchell..... Sydney..... Cape Breton
- * 3—Katherine McDonald Creelman... Newton Mills..... Colchester
- 4—Sister Rita Angela..... Mount St. Vincent.. Halifax
- * 5—Lorne Pryor Welch..... Oxford..... Cumberland
- * 6—Arthur Thomas Conrad..... Port Dufferin..... Halifax
- * 7—Rose Cohen..... Wolfville..... Kings
- * 8—Dorothy Burnthorne Cox..... Archibald's P. O. .. Colchester
- 9—Leslie John McDonald..... Thorburn..... Pictou
- * 10—Norma Eleanor Gillis..... Brooklyn..... Queens
- 11—Sister Jean Louise..... Mt. St. Vincent... Halifax
- * 12—Violet Joyce Woodman..... Conway..... Digby
- * 13—Janet Katherine Ingram..... Stellarton..... Pictou
- * 14—Margaret Ray Riggs..... Munro..... Victoria
- * 15—Greta Constance Fiander..... Big Lorraine..... Cape Breton
- * 16—Helen Louise Gilroy..... Shinimicas Bridge.. Cumberland
- 17—Isabel Holmes..... Green's Brook..... Pictou
- 18—Donald Duncan Campbell..... Springhill..... Cumberland

"B" FIRST CLASS

(Those marked with one asterisk valid until July, 1934; those with two asterisks until July, 1935; all others are permanent)

- 1—Edythe Mildred Foster..... Bridgetown..... Annapolis
- 2—Dorothy Belle Anderson..... Lunenburg..... Lunenburg
- 3—Clara Myrtle Turner..... Halifax..... Halifax
- 4—Floris Antoinette Smith..... Bedford..... Halifax

- * 5—Ella Maria Stewart.....Halifax.....Halifax
 6—Eva Esther MacNutt.....Truro.....Colchester.
 7—Sister Mary Regina.....Bethany.....Antigonish
 8—Lula Minnie Rhind.....Elderbanks.....Halifax
 9—Sylvia Keith.....Stellarton.....Pictou
 10—Leland Ormand MacDormand....Westport.....Digby
 11—Dorothy Ailene Taylor.....Chaswood.....Halifax
 12—Marion Kelman Duguid.....Hazel Hill.....Guysboro
 13—Agnes Catherine Mills.....Granville Ferry....Annapolis
 14—Margaret Jane Burnett.....Newton Mills.....Colchester
 **15—Dorothy Estella Gaunce.....Woodstock.....New Brunswick
 16—Jennie Muriel Hennigar.....Noel.....Hants
 17—Jean Gertrude Cox.....Hopewell.....Pictou
 **18—David Lloyd MacIntosh.....Bedford.....Halifax

INTERIM "B", 1934

(Those marked with one asterisk valid until July, 1935 those with two asterisks until July, 1936; those with three asterisks until July 1938)

- ** 1—Ethel Evangeline Hines.....Central Argyle....Yarmouth
 ** 2—Hazel Evangeline Olsen.....Northport.....Cumberland
 ** 3—Elinor Maxwell Ross.....Sherbrooke.....Guysboro
 ** 4—Kathryn Margaret McCormick...Springhill.....Cumberland
 * 5—Isabel Florence MacKinnon.....Sydney.....Cape Breton
 ** 6—Vera Elizabeth Knickles.....Debert.....Colchester
 ** 7—Marie Pauline Boudreau.....Grosses Coques....Digby
 * 8—Eileen Kent O'Rourke.....Springhill.....Cumberland
 ** 9—Freda Estelle Hayward.....Springhill.....Cumberland
 ***10—Harris Earle Davenport Videto...Berwick.....Kings
 ** 11—Marjorie Houchen Stead.....North Sydney....Cape Breton
 ***12—Marita Lola Trenholm.....Pugwash.....Cumberland
 ***13—Louise Josephine Cleversey.....Halifax.....Halifax
 ***14—Helen Agnes Baxter.....Landsdowne.....Digby
 ** 15—Elsie Aileen Pentz.....Beach Meadows....Queens
 ** 16—Lillian Beatrice Wile.....Colpton.....Lunenburg
 * 17—Alfreda Isabel Johnson.....Westmount.....Cape Breton
 ** 18—Isabel Kathleen Jodrey.....Northport.....Cumberland
 ** 19—Evelyn Gertrude Foster.....Little River.....Digby
 ***20—Lockhart Burns Ferguson.....Amherst.....Cumberland
 * 21—Mary Gertrude MacLean.....Gillisville.....Cape Breton
 ***22—Elizabeth Claire Purdy.....Truro.....Colchester

"C" SECOND CLASS, 1934

(Those marked with an asterisk valid until July, 1934)

- 1—Mary Catherine Rankin.....Mabou Harbour....Inverness
 * 2—Evelyn Marguerite James.....Springhill.....Cumberland
 * 3—Grace Eleanor Nelson.....Springhill.....Cumberland

PHYSICAL TRAINING CERTIFICATES ISSUED, 1934

19844—Marjorie E. Mader	Halifax	Halifax
19845—Pauline E. Atherton	Halifax	Halifax
19846—Dorothy Vernon	Halifax	Halifax
19847—Helen F. MacRae	Halifax	Halifax
19848—Ella Hunt	Halifax	Halifax
19849—Robert W. Fry	Halifax	Halifax

19850—Harold Cramn	Halifax	Halifax
19851—Daisy D. Zwicker	Halifax	Halifax
19852—Jean L. Crowdis	Halifax	Halifax
19853—Helen R. Belyea	Halifax	Halifax
19789—Mona E. Strum	Mahone Bay	Lunenburg
19790—Ella P. DesBrisay	Halifax	Halifax
19791—Annie E. Longard	Halifax	Halifax
19792—Mabel B. Murphy	Halifax	Halifax
19793—Dorothy H. Remillarh	Halifax	Halifax
19794—Isabel A. Creaser	Mr. St. Vincent	Halifax
19795—Mary F. Cusack	Mt. St. Vincent	Halifax
19796—Rosemary Dixon	Mt. St. Vincent	Halifax
19797—Anne E. Dockray	Mt. St. Vincent	Halifax
19798—Mary V. Doucet	Mt. St. Vincent	Halifax
19799—Rita C. Fitzgerald	Mt. St. Vincent	Halifax
19800—Anne A. Gillis	Mt. St. Vincent	Halifax
19801—Mary R. Hanley	Mt. St. Vincent	Halifax
19802—Margaret A. MacMillan	Mt. St. Vincent	Halifax
19803—Rosalie B. McMullin	Mt. St. Vincent	Halifax
19804—Jennie A. McNeil	Mt. St. Vincent	Halifax
19805—Mary P. McNeil	Mt. St. Vincent	Halifax
19806—Mildred T. Manning	Mt. St. Vincent	Halifax
19807—Katherine M. Meagher	Mt. St. Vincent	Halifax
19808—Helen R. Moran	Mt. St. Vincent	Halifax
19809—Mary E. Moran	Mt. St. Vincent	Halifax
19810—Elizabeth F. Adams	Mt. St. Vincent	Halifax
19811—Annie L. Burke	Mt. St. Vincent	Halifax
19812—Frances L. Butler	Mt. St. Vincent	Halifax
19813—Genevieve M. Cahill	Mt. St. Vincent	Halifax
19814—Helena M. Campbell	Mt. St. Vincent	Halifax
19815—Rose M. Chambers	Mt. St. Vincent	Halifax
19816—Elizabeth M. Cody	Mt. St. Vincent	Halifax
19817—Rita E. Craffey	Mt. St. Vincent	Halifax
19818—Honora T. Joyce	Mt. St. Vincent	Halifax
19819—Martha M. Luedey	Mt. St. Vincent	Halifax
19820—Cecilia A. MacDonald	Mt. St. Vincent	Halifax
19821—Mary A. McDonell	Mt. St. Vincent	Halifax
19822—Veronica J. McEachern	Mt. St. Vincent	Halifax
19823—Margaret Mary McIsaac	Mt. St. Vincent	Halifax
19824—Marion R. McLean	Mt. St. Vincent	Halifax
19825—Adeline M. McLeod	Mt. St. Vincent	Halifax
19826—Mary F. O'Brien	Mt. St. Vincent	Halifax
19827—Mary H. O'Connell	Mt. St. Vincent	Halifax
19828—Sophie A. O'Neill	Mt. St. Vincent	Halifax
19829—Rhoda A. Parsons	Mt. St. Vincent	Halifax
19830—Dorothy L. Ramey	Mt. St. Vincent	Halifax
19831—Regina K. Rockett	Mt. St. Vincent	Halifax
19832—Agnes G. Rogers	Mt. St. Vincent	Halifax
19833—Mary A. Ryan	Mt. St. Vincent	Halifax
19834—Margaret M. Savage	Mt. St. Vincent	Halifax

19835—Julia R. Scanlon	Mt. St. Vincent	Halifax
19836—Bridget A. Sullivan	Mt. St. Vincent	Halifax
19837—Rita L. Sullivan	Mt. St. Vincent	Halifax
19838—Mary M. Thompson	Mt. St. Vincent	Halifax
19839—Mary S. Trainor	Mt. St. Vincent	Halifax
19840—Dorothy M. Traft	Mt. St. Vincent	Halifax
19841—Mary T. Walsh	Mt. St. Vincent	Halifax
19842—Kathleen T. Welch	Mt. St. Vincent	Halifax
19843—Aileen C. Wilson	Mt. St. Vincent	Halifax

OVERSEAS EDUCATION LEAGUE TOURS FOR 1934

The following is a list of the Tours arranged for the summer of 1934 under the auspices of the Overseas Education League. Detailed information can be procured by writing to Miss Lilian Watson, Overseas Education League, 5 Queen's Park, Toronto.

1. 19th Annual Visit of Canadian Teachers

Programme A. Scotland, England, The Norwegian Fjords and Northern Capitals. (57 days, \$460-\$485).

Programme B. Scotland, England, Italy, Germany, France, including a cruise on the Mediterranean. (57 days, \$500-\$525).

2. 11th Annual Visit of Undergraduates

Programme A. Scotland, England, Germany and France. (65 days: tourist, \$450-\$475; Third Class, \$400-\$430; students under 19 years, \$350-\$375).

Programme B. Scotland, England, Italy, France and Germany, including a cruise on the Mediterranean. (65 days: Tourist, \$475-\$500; Third Class, \$430-\$455; students under 19 years, \$375-\$400).

3. Special Tour for Teachers and Students

England, Germany and France. (43 days: tourist, \$410-\$435; third class, \$350-\$375; students under 19 years, \$310-\$335).

4. "In Search of England" Summer Tour. This is a special tour in which the itinerary followed is identical with that so admirably and sympathetically described in H. V. Morton's book *In Search of England*. (57 days, \$500-\$525).

5. Summer School of Physical Education. Two weeks will be spent at the English Scandinavian Summer School of Physical Education, Milner, Kent. (43 days: tourist, \$325; third class, \$265; students under 19 years, \$225).

For teachers or students who wish to combine travel and study a number of Holiday Schools have been organized. For

details concerning these, those interested should apply to the address given above. The following is a list of the schools it is possible to attend:

Summer School in English.
 Summer School in Music and Music Appreciation.
 Summer School in Art and Art Appreciation.
 Summer School in French
 Summer School in German.
 Summer School in Broadcasting.
 Summer School in Spanish.
 Summer School in International Relations.

DISTRICT SCHOOL COMMISSIONERS

	(Appointed May 10, 1933)
Lunenburg and New Dublin	W. H. G. Hirtle, Mahone Bay
	(Appointed June 7, 1933)
Annapolis West	Rev. A. J. Prosser, Annapolis Royal
	(Appointed June 7, 1933)
Argyle	Rev. Michael Doucet, Wedgeport
	(Appointed July 7, 1933)
St. Mary's	Rev. W. L. Jost, Sherbrooke
	Mrs. M. G. McKeen, Sherbrooke
	Lester MacDonald, Sherbrooke
	(Appointed February 9, 1933)
Annapolis East	John Myers, Bridgetown
Cape Breton	Rev. John Stead, North Sydney
	Rev. E. A. Gabrial, Louisburg

ANNUAL SCHOOL MEETING

Ordered that

The date of the annual meeting of Hampton Section, No. 15, Annapolis, was changed from the first Monday in March to the last Monday in June.

The date of the annual meeting of Munro Section, No. 58, Victoria, was changed from the first Monday in March to the last Monday in June.

The date of the annual meeting of Fox Point Section, No. 20, Chester, was changed from the first Monday in March to the last Monday in June.

The date of the annual meeting of Torbrook Mines Section, No. 20, Annapolis East, was changed from the first Monday in March to the last Monday in June.

The date of the annual meeting of Albert Section, No. 8, Halifax West, was changed from the first Monday in March to the last Monday in June.

SPECIAL NOTICES TO TEACHERS

The date suggested for the observance of Arbour Day is Friday, May 11. The attention of teachers is drawn to the article in this number of the *Journal* entitled *The "Wooden Walls" of Canada*. This article can be taken as the basis for several lessons on the value of Canadian forests and the necessity for preserving them.

Suggestions for Arbour Day and Empire Day programmes will be found in the March, 1932, number of the *Journal*.

The May number of the *Journal* will contain full information with regard to the course of studies together with changes in text-books, etc.

Teachers should note particularly the following regulation and take immediate steps to comply with it, once they have engaged a school.

Every teacher, *as soon as engaged* to teach in any school shall mail, or otherwise directly send a written notice to the inspector of the division intimating the *engagement* and the *class* of license held, its *year* and *number*, the *address* of the secretary, and the *name* of the school section where last engaged. The salary must also be specified for if it should be under the legal *minimum* the school cannot be recognized as a public school.

NOTICE OF CORRECTIONS

Journal for October, 1933, page 19, under New Waterford, Grade XI, erase Ross, John Fraser.

Journal for March, 1934, page 291, date for meeting of Richmond District Board should be Thursday, June 14; and date for meeting of Inverness South District Board should be Thursday, June 21.

**AN ACT TO AMEND CHAPTER 60 OF THE REVISED
STATUTES OF NOVA SCOTIA, 1923,
"THE EDUCATION ACT"**

(Passed April 16th, 1934)

BE IT ENACTED by the Governor and Assembly as follows:

1. Sub-section 8 of Section 5 of Chapter 60 of the Revised Statutes, 1923, "The Education Act," as that Sub-section is enacted by Chapter 24 of the Acts of 1924 is repealed.

2. Clause (c) of Section 26 of said Chapter 60 is amended by inserting immediately after the word "building" in the third line thereof, the words "or improvement of".

3. Sub-section (1) of Section 27 of said Chapter 60 as that Sub-section is enacted by Chapter 35 of the Acts of 1925, is repealed and the following substituted therefor:—

(1) The resident ratepayers of the section and the wives of such resident ratepayers present at any school meeting, shall elect a chairman to preside over the meeting and a secretary to record its proceedings; such chairman shall be either a resident ratepayer or the wife of a resident ratepayer or a non-resident ratepayer.

4. Sub-section (1) of Section 51 of said Chapter 60 is amended by inserting immediately after the word "building" in the fourth line thereof the words "or improvement of".

5. Sub-section (3) of Section 55 of said Chapter 60, as that Sub-section is enacted by Chapter 25 of the Acts of 1931 is repealed and the following substituted therefor:—

(3) Such bond may be in the form in the third schedule or to the like effect and may be terminated according to law or at the option of the Council of Public Instruction on the recommendation of the Inspector, and unless so terminated it shall not be necessary to give any new bond annually or otherwise unless required by the Inspector so long as the secretary is reappointed to office.

6. Section 60 of said Chapter 60 as that Section is enacted by Chapter 28 of the Acts of 1932, is amended by adding immediately after the word "doctor" in the twelfth line thereof the words "or otherwise as may from time to time be provided in the regulations of the Council."

**AN ACT TO AMEND CHAPTER 6 OF THE ACTS OF 1928,
"THE NOVA SCOTIA TEACHERS PENSION ACT,
1928"**

(Passed April 12th, 1934)

BE IT ENACTED by the Governor and Assembly as follows:

1. Sub-section (1) of Section 7 of Chapter 6 of the Acts of 1928, "The Nova Scotia Teachers Pension Act," is amended by striking out in the seventeenth line thereof the word "semi-annually" and substituting therefor the word "quarterly".

ATTENDANCE AT SCHOOL

Notwithstanding the severe weather of January and February, the following School Sections made a percentage of 95 or over:

Annapolis East

January: 98%—Inglewood.
February: 95%—Tupperville.

Annapolis West

January: 95%—Clementsport.
February: 96%—Dalhousie West
Clementsport;
95%—Granville
Ferry.

Antigonish

January: 99%—Auld's Cove;
97%—Beech Hill.
February: 98%—Beech Hill.

Argyle (Yar. Co.)

January: 98%—Abram's River,
Middle Belle-
ville.

February: 98%—Middle Belle-
ville,
South Belle-
ville.
96%—Comeau's Hill;
95%—Abram's Tiver.

Barrington (Shel. Co.)

January: 97%—Blanche;
96%—Forbes Point.

Cape Breton East

January: 100%—BATESTON;
95%—French Road.
February: 100%—BATESTON;
98%—Big Ridge.

Cape Breton West

January: 100%—ESKASONI;
97%—Bairncroft.
February: 98%—Glengarry.

Chester (Lun. Co.)

February: 97%—Canaan;
95%—Blandford,
Windsor Road.

Clare (Digby Co.)

January: 96%—Lake Doucet.
February: 96%—Easton.

Colchester North

January: 99%—West Earltown;
96%—East Earltown,
New Truro Rd.

Colchester South

January: 99%—Clifton;
98%—Alton.
February: 97%—Clifton;
95%—Alton, Burnside

Colchester West

February: 95%—Castlereagh.

Cumberland

January: 100%—RODNEY.
98%—Greenville Sta-
tion;
97%—Amherst Point,
Westchester
Mountain;
96%—Collingwood;
95%—Wallace.

Digby

January: 98%—Lake Midway;
97%—Mink Cove,
Morganville.
February: 97%—Lake Midway.
Mink Cove,
Sissiboo Falls.

Guysborough

January: 98%—Blank Point,
Dort's Cove,
Seal Harbour;
97%—North Branch.
February: 98%—Black Point;
96%—Gammon's Pt.;
95%—Giant's Lake.

Halifax East

January: 98%—Clam Bay;
96%—Sheet Harbour
Road.
February: 100%—GERRARD'S
ISLAND;
96%—Upper Lakeville

Halifax Rural

February: 95%—Moose River
Mines.

Halifax West

January: 99%—Devil's Island,
Middle Porter's
Lake;
96%—Shad Bay, Well-
ington;
95%—Falkland Vill-
age, Spryfield.

February: 96%—New Road,
Shad Bay;
95%—Spryfield.

Hants East

January: 100%—GRAND
LAKE EAST;
96%—Minasville,
Urbania;
95%—Admiral Rock.
February: 97%—Minasville;
96%—Admiral Rock,
Grand Lake E.,
Urbania;
95%—Clarksville.

Hants West

January: 100%—MARTOCK.
February: 100%—MARTOCK.

Inverness North

January: 100%—MARGAREE
ISLAND;
95%—Muise.
February: 100%—MARGAREE
ISLAND;
98%—South Lake
Ainslie.

Inverness South

January: 100%—EDEN;
95%—River Denys
Road.
February: 100%—RIVER
DENYS RD.;
96%—Eden.

Kings

January: 100%—WHITE WAT-
ERS;
99%—Welsford;
96%—Lakeview.
February: 100%—WHITE WAT-
ERS;
99%—Lakeview;
96%—Lower Pereau.

Lunenburg

January: 100%—EAST CLIFF-
ORD, STAN-
LEY;
99%—Ironbound;
98%—Oak Hill;
97%—Lower Cornwall

96%—Corkum's Is-
land, Sweet-
land;
95%—Colpton.
February: 100%—EAST CLIF-
FORD;
97%—Ironbound;
96%—Colpton;
95%—Clearland.

Parrsboro (Cumb. Co.)

January: 100%—NEW YAR-
MOUTH.
February: 100%—NEW YAR-
MOUTH.

Pictou East

January: 97%—Green's Brook;
96%—Riverton;
95%—Big Island.
February: 98%—South McLel-
lan's Mountain;
96%—Elgin, Green's
Brook.

Queens South

January: 99%—Summerville;
98%—St. Catherine's
River;
96%—North Port
Mouton.
February: 96%—St. Catherine's
River, Summer-
ville.

Richmond

January: 97%—Orange, Sea-
view.
February: 95%—Loch Lomond
North, Seaview.

St. Mary's (Guys. Co.)

January: 99%—Harpellville.
February: 96%—Harpellville.

Shelburne

January: 99%—Jordan Ferry.
98%—Louis Head,
McNutt's Is-
land, Osborne,
West Green
Harbour;
96%—Clyde River,
Matthew's Pt.;
95%—East Jordan.
February: 100%—McNUTT'S
ISLAND;
98%—Jordan Ferry;
97%—Lower Ohio;
95%—Louis Head.

Victoria

January: 100%—MacLENNAN
99%—Jubilee;
98%—Mackinnon's
Harbour;
97%—Estmere, Otta-
wa Brook;
95%—Lower Washa-
buck, New Har-
ris Forks.

February:	99%—Jubilee;	Yarmouth	
	98%—MacLennan,	January	99%—Sand Beach;
	New Harris.		97%—Overton;
	Forks, New,		95%—Forest Glen.
	Harris West;	February:	95%—Canaan, Forest
	95%—Baddeck Bay		Glen.
	Ottawa Brook		

In addition to the above, the following Sections made a percentage of 90 to 94 for the very inclement month of February. Some of these Sections are as unfavourably situated geographically as any in the province.

Annapolis East—New Albany South, Nictaux Falls, North Williamston, Port George, Spa Springs. **Annapolis West**—Annapolis Royal, Moschelle. **Argyle**—Bell Neck, Central Kemptville, East Pubnico, Glenwood, Middle East Pubnico, Surette's Island, Upper West Pubnico, West Quinan. **Barrington**—Forbes Point. **Cape Breton East**—Scotchtown. **Cape Breton West**—Bairncroft, Gillisville, Little Pond. **Chester**—Mill Cove, Upper Blandford. **Clare**—Harlem, Lake Doucet, Lower Comeauville, Meteghan Centre. **Colchester North**—Byers, New Truro Road, West Earltown. **Colchester South**—Beaverbrook, Lanesville, Upper Stewiacke, Wittenberg. **Colchester West**—Londonderry Station, West Folly Mountain. **Cumberland**—Amherst Point, Appleton, Greenville Station, Oxford Junction, Victoria, Wallace, Westchester Mountain, Westchester Valley. **Digby**—Tiddville, Westport. **Guysborough**—Canso, Coddle's Harbour, North Branch, Seal Harbour, Yankee Harbour. **Halifax East**—Beaver Harbour, Clam Bay, Quoddy, Sheet Harbour Road. **Halifax Rural**—Elmsvale. **Halifax West**—East Dover, Imperoyal, Peggy's Cove. **Hants East**—Burncoat, Newport & Douglas, Noel Shore, North Salem, Shubenacadie, South Rawdon. **Hants West**—Greenhill, Poplar Grove, Summerville. **Inverness North**—Big Intervale, Frizzleton, Portree, Ruisseau du Lac, Scotsville, Sight Point, White. **Inverness South**—Brook Village, Colindale, MacLean's Island, Seaside, Upper South-west Mabou. **Kings**—Steam Mill, Town Plot, Woodlawn. **Lunenburg**—Eastern Points, Fralick's, Lower Cornwall, Parkdale, Riverport, West Clifford, West Dublin. **Parrsboro**—Brookville, Parrsboro Roads. **Pictou East**—Greenvale, Island East River, Laggan, Priestville, Riverton, Woodfield. **Pictou West**—East Branch River John, Heathbell, Marshville, West River, West River Station. **Queens North**—Greenfield. **Queens South**—Beech Meadows, Moose Harbour, North Port Mouton. **St. Mary's**—Glenelg. **Shelburne**—Big Port L'Hebert, Little Harbour. **Victoria**—MacKinnon Harbour, Murray, North Gut, Upper Washabuck. **Yarmouth**—Overton, Pinkney's Point, Raynardton.

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